

DOCUMENT RESUME

ED 127 867

HE 008 174

AUTHOR Strickland, Wayne G.
TITLE Demographic Student Study for Planning. Report No. 76-4.
INSTITUTION Georgia State Univ., Atlanta.
PUB DATE Sep 75
NOTE 110p.

EDRS PRICE MF-\$0.83 HC-\$6.01 Plus Postage.
DESCRIPTORS Age; *College Students; *Demography; Educational Planning; Females; Geographic Distribution; Graduate Students; *Higher Education; Males; *Negro Students; Statistical Data; *Student Characteristics; *Transfer Students; Undergraduate Students

IDENTIFIERS *Georgia State University

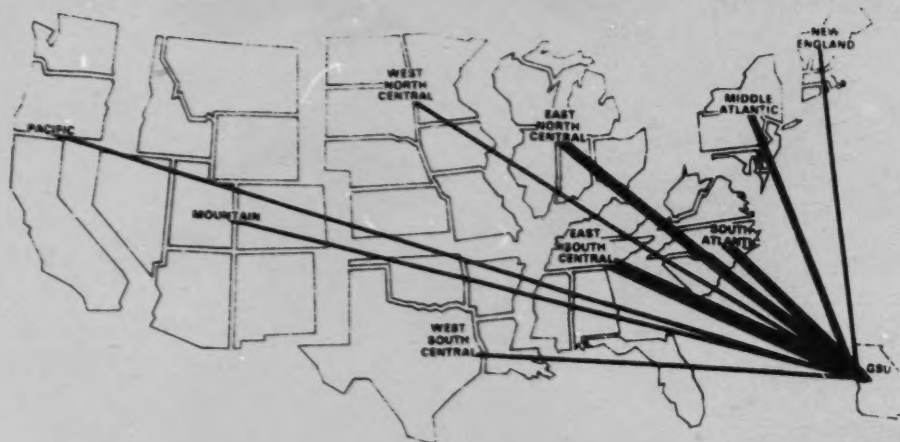
ABSTRACT

Presented is demographic information of Georgia State University students in the Fall Quarter 1974 that emphasized a graphic/tabular format. The data for this project was obtained from the Office of the Registrar's student base, and only Fall Quarter information (as of November 1974) was included. The project was meant to investigate a "static" population, i.e., the total student population at one point in time. The student body characteristics were presented initially by age and sex for the total university and then by schools within the university. The study then illustrated some characteristics of the black student population and transfer students. In conjunction with the general characteristics of the population, computer-generated maps showing the geographic location of students by school and academic level (graduate and undergraduate) were presented. (Author/KE)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

DEMOGRAPHIC STUDENT STUDY FOR PLANNING

by Wayne G. Strickland



GEORGIA STATE UNIVERSITY
UNIVERSITY PLAZA
ATLANTA, GEORGIA 30303

REPORT NO. 76-4
SEPTEMBER, 1975

OFFICE OF INSTITUTIONAL PLANNING

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

HE 00 8174

Please do not reproduce this
report or any part thereof
without permission.

DEMOGRAPHIC STUDENT STUDY FOR PLANNING

Report No. 76-4

by

Wayne G. Strickland

PERMISSION TO REPRODUCE THIS COPY-
RIGHTED MATERIAL HAS BEEN GRANTED
BY

W. G. Strickland

TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE U.S. OFFICE
OF EDUCATION. FURTHER REPRODUCTION
OUTSIDE THE ERIC SYSTEM REQUIRES PER-
MISSION OF THE COPYRIGHT OWNER.

Office of Institutional Planning
September, 1975

ACKNOWLEDGEMENTS

Special thanks are due many people who gave of their time and experience to help in completing this project. First, I would like to express my appreciation to the Office of Institutional Planning and in particular to Ms. Glynton Smith who has encouraged and supported my idea of the demographic study through to its fruition. I would also like to thank Mr. John Williams for reading, commenting on, and editing this paper. His comments and observations were invaluable.

This study could never have been completed without the aid of the Geography Department at Georgia State University. I was given full use of all equipment and facilities. The equipment and work space which was provided made my job a lot easier. Mr. Frank Drago, the staff cartographer in the Geography Department, gave many valuable comments about the computer maps and the other maps in this study. Working with Mr. Drago was an educational experience in itself.

TABLE OF CONTENTS

	Page
List of Tables	iv
List of Figures	v
List of Maps	vi
Introduction	1
Demographic Overview	1
Purpose	2
Plan of Study	2
Limitations of the Study	3
Demography and Educational Fact Books and Statistical Profiles	4
Educational Planners and the Approach to Demographic Studies	4
Fact Books and Statistical Profiles	4
Why the Graph/Tabular Approach to Demography	5
A Demographic Overview of Georgia State University Fall Quarter, 1974	6
The Residential Patterns of Students at Georgia State University Fall Quarter, 1974	40
Mapping the Location of Students	41
An Analysis of the Location of Students	41
The Location of Students by School and Levels	44
The Location of Students by Age	72
An Analysis of the Location of the "Last College Attended" by GSU Students	88
Implications of Demographic Planning	96
Bibliography	100
Appendix A	102

LIST OF TABLES

TABLE	Page
1. Percentage of Males and Females by School and Level Georgia State University Fall Quarter, 1974	8
2. Average Age of Students by Sex, School, and Level Georgia State University Fall Quarter, 1974	9
3. Location by County of GSU Students Residing in the Eight County Metro Area Fall Quarter, 1974	43
4. State Designations for Study Regions	89
5. Regional Location of the Last College Attended by GSU Graduate Students	90
6. Regional Location of the Last College Attended by GSU Undergraduate Students	92
7. University System Units Which GSU Students Last Attended	94
8. Population and Households -- Atlanta Region 1960-2000	97
9. Population by Five-Year Age Groups -- Atlanta Region 1970 and 2000	98
10. Civilian Non-Farm Wage and Salary Employment Atlanta Region 1970-2000	98

LIST OF FIGURES

FIGURE

Page

Age and Sex Distribution of:

1. Total Student Body Population	11
2. Black Student Population	13
3. Undergraduate Allied Health Sciences Students	15
4. Undergraduate Arts and Sciences Students	17
5. Undergraduate Business Administration Students	19
6. Undergraduate Education Students	21
7. Undergraduate Urban Life Students	23
8. General Studies Students	25
9. Developmental Studies Students	27
10. Graduate Arts and Sciences Students	29
11. Graduate Business Administration Students	31
12. Graduate Education Students	33
13. Grade Point Average Distribution for Undergraduates by School and Sex at Georgia State University Fall Quarter, 1974	35
14. Distribution of Transfer Students by Race, Sex, and Age Fall Quarter, 1974	37
15. Distribution of Regular Students by Race and Sex Within Schools at Georgia State University Fall Quarter, 1974	39

LIST OF MAPS

MAP

Page

The Metro Atlanta Location of:

1.	The Total Student Population	45
2.	The Total Black Student Population	47
3.	Undergraduate Allied Health Sciences Students	49
4.	Undergraduate Business Administration Students	51
5.	Undergraduate Arts and Sciences Students	53
6.	Undergraduate Education Students	55
7.	Undergraduate Urban Life Students	57
8.	General Studies Students	59
9.	Graduate Arts and Sciences Students	61
10.	Graduate Business Administration Students	63
11.	Graduate Education Students	65
12.	Graduate Urban Life Students	67
13.	Governmental Administration Students	69
14.	Entering Freshmen Fall Quarter, 1974	71
15.	Students -- Under 20 Years of Age	73
16.	Students -- Age 21 to 25	75
17.	Students -- Age 26 to 30	77
18.	Students -- Age 31 to 35	79
19.	Students -- Age 36 to 40	81
20.	Students -- Age 41 to 45	83
21.	Students -- Age 46 to 50	85
22.	Students -- Over 50 Years of Age	87
23.	Regional Location of the Last College Attended by Graduate Students Georgia State University Fall Quarter, 1974	91
24.	Regional Location of the Last College Attended by Graduate Students Georgia State University Fall Quarter, 1974	93
25.	Location of Last College Attended by GSU Students (Within the University System) Fall Quarter, 1974	95

INTRODUCTION

Georgia State University, the largest public urban university in the Southeast, is a unique institution. The University is supported by students of diverse interests and abilities. A few statements from Georgia State's View Book exemplify the nature of this institution's urban situation:

At Georgia State University, our attitude is that an urban university is much more than a school located downtown. Put simply, we believe that as an urban university we have special purpose and responsibility serving urban society. . . . Georgia State University is the hub where all aspects of urban life come together. We are a meeting ground for the men and women who make up business, industry, health services, government, and education. We are a research center, a data bank, a conference center. But most of all, we are a great teaching institution (Georgia State University, 1974:5).

Georgia State's vital urban mission is reflected in its phenomenal enrollment figures since its inception in 1913 (as the Georgia Institute of Technology Evening School of Commerce). More significantly, in 1970 there were 46,883 individuals enrolled in institutions of higher education in the metropolitan Atlanta area (Carnegie Commission, 1972:126), and of this number, 31 percent were students at Georgia State (percent derived from Smith, 1974:26). This takes on an even more significant dimension if it is recognized that there were eighteen accredited institutions of higher education in the Atlanta area in 1970 (Greene, 1970:81-89). Georgia State also has a definite statewide impact if one considers that in 1970 one out of every ten students in accredited institutions of higher education in this State were students at Georgia State University. There were 62 accredited institutions of higher education (with 110,000 students) in Georgia in 1970 (*Ibid.*).

It is obvious from these few statistics that Georgia State is serving an important function within Atlanta's urban education framework as well as within the University System of Georgia.

Demographic Overview

Today's urban universities are composed of individuals with varied interests and backgrounds. They are normally representative of the metropolitan population in which the University is located. In the Carnegie Commission's monograph on The Campus and The City, it is stated,

College and university leaders who wish to define their educational function in terms of an urban mission, must become students of their own areas. They must learn the quantity and nature of total postsecondary resources in the area. They must learn the characteristics of the population (Carnegie Commission, 1972:23).

This statement is very true, however, it behooves an urban university to first investigate the characteristics of its own student body. Many people assume that these general demographic characteristics are known, but this is not always the case.

A university should be aware of the general demographic features of its student population for several basic reasons. The reasons are based on services provided to the students. These services involve: planning for academic programs, student services and physical facilities. These are only a few of the services. The major need for knowledge about the student body is reflected in the fact that any institution of higher education is involved with a conglomerate of varied individuals. Dr. Robert F. Goheen, past president of Princeton University, commented on the humanistics of higher education:

In many ways, a university is a loose and peculiar association of persons, assembled for the pursuit of knowledge and understanding. Misunderstanding grows at least in part out of the tendency so many of us have to see others only as stereotypes. . . .

Another stereotype is applied to college students--as if over six million young men and women engaged in higher education in this country could be categorized simply! I have known a good many of them and I see few signs of a common stamp (Goheen, 1969:4-5).

Purpose

The purpose of this report is to present demographic information of Georgia State students in the Fall Quarter, 1974. The report will emphasize a graphic/tabular format for the presentation of data. The report could provide a format for developing a system of demographic studies (graphic form) at this University.

Plan of Study

The data for this project was obtained from the Office of the Registrar's student data base, and only Fall Quarter information (as of November 4, 1974) was included.

The statistical description of the total student population is presented in a graphic and tabular format. The report was not meant to be a "projection" type study, but instead, was meant to investigate a "static" population, i.e., the total student population at one point in time.

The student body characteristics are presented initially by age and sex for the total University and then by Schools within the University. The study then illustrates some characteristics of the black student population, and transfer students. In conjunction with the general characteristics of the population, computer generated maps showing the geographic location of students by school and academic level (graduate and undergraduate) are presented.

Limitations of the Study

(1) There was some difficulty in obtaining complete data for all students by school and academic level; therefore, in some instances total number of students will not match the number used to produce some of the graphics. However, this did not affect the general visual perspective of the graphic illustrations.

(2) As mentioned above, this study is a "static" study and is not involved with projecting demographic trends within the University. The information represents the demographic features of the student population in the Fall Quarter of 1974.

(3) The data was analyzed in aggregate fashion. In some parts of the analysis there were so few data elements that it did not appear useful to produce maps or graphs for this information. For example, there were twelve graduate students in Allied Health Sciences in the Fall of 1974, and the author felt that this number was too small to present in the mapping portion of this report.

(4) Another limitation of this study is that there were no detailed comparisons made between Georgia State and other major urban institutions. Many urban universities have some common characteristics; at the same time, each institution has a unique identity and this is true of Georgia State University. Therefore, it was not feasible to compare demographic characteristics of other urban universities and Georgia State.

DEMOGRAPHY AND EDUCATION:
FACT BOOKS AND STATISTICAL PROFILES

Educational Planners and the
Approach to Demographic Studies

Châu (1969), in his book, Demographic Aspects of Educational Planning, relates the broad concerns of educational planners at the national planning level. Some of these concerns can be applied to the needs of an individual institution. Educational planners at postsecondary institutions should be concerned with three broad areas in their evaluation of the demographic characteristics of the student population:

- (1) The age and sex distribution of the population is important because this is a point of departure for any educational policy planning in an institution of higher education.
- (2) The occupational goals of the population, which are reflected in the various academic interests of the student body, are important because academic program planning draws from this type of data.
- (3) The geographic location of the population is important because the spatial distribution of the student body dictates the types of services (academic and non-academic) provided to the students.

Individuals involved in planning in the field of higher education are coming to a fuller realization that they are dealing with human resources and not just numbers of students, and that the human resources must be developed to full potential if our society is to function more efficiently. In the author's opinion, this goal should be the goal of all institutions of higher learning. A statement which supports this idea can be found in Zigli's article on the "Economic Impact of the University" (1973:49-51). In his evaluation of the economic impact of Georgia State University on the Atlanta area, he states,

A case in point is the university which enjoys a symbiotic relationship with its community. It survives through the importation of energy and intelligence which it transforms, yielding a variety of outputs from fiscal resources to human capital (Zigli, 1973:51).

Fact Books and Statistical Profiles

The need for student information is evidenced by the numerous "Fact Books" and "Statistical Profiles" which are published at various institutions each year. These monographs present statistics concerning institutional structure and enrollment. These documents are designed to provide

"brief and pertinent information on a variety of subjects of interest" (not all Fact Books and Profiles are brief; in fact, the Statistical Profiles of West Virginia University 1973-74 is over two hundred pages in length). Although there is not a designated format to these documents, the majority contain elements such as,

- (a) General information (historical data, administrative information, etc.)
- (b) Enrollment figures (student data)
- (c) Degrees conferred (number of graduates, types of degrees, etc.)
- (d) Faculty (education level, length of service, average salary of rank, etc.)
- (e) University finance (state appropriations, budget allocations, etc.)
- (f) Physical facilities (description of facilities, building cost summary, etc.)

The information on students is usually limited as it pertains to enrollment figures, grade distributions, SAT scores, and geographic origins of students (presented in tabular form).

Enrollment appears to represent the most significant aspect of the student information section in Fact Books. Since enrollment is vital to the continuation of the university, this type of data should be provided in detail; however, it is just as important to investigate the demographic characteristics of the individuals which these enrollment statistics represent.

Why the Graphic/Tabular Approach to Demography?

As stated previously, a majority of "demographic" studies produced by various institutions are presented in the form of "Fact Books" or "Statistical Profiles." These documents are often just quantitative guides to institutions and often take much time to sift through to find some types of information. It is the contention of the author that it is much easier to focus on numerical relationships if the data is presented in a graphic form. It is for this reason that this particular mode of illustration is used in this report. Bowman (1968:1) indicates the importance of graphic communication as a language in itself:

... graphic communication draws upon the natural resources of its own language, and refers to visual experience as a source of principles and values for designing more articulate form. What is introduced, then, is a conceptual logic rather than a technical method; a way of seeing the graphic figure as a visual statement.

A DEMOGRAPHIC OVERVIEW OF
GEORGIA STATE UNIVERSITY FALL QUARTER, 1974

In the following pages, graphs are presented which reflect the age/sex distribution of the various schools within the University (the breakdown is by graduate and undergraduate level). The age of the student population is important for planning purposes. In earlier years, the average age of the student population in most colleges and universities ranged from the late teens to early twenties for undergraduates (and slightly older for graduate students); however, many institutions of higher education are now becoming more diversified by adhering to the new trend of providing education for older students (i.e., individuals in their 30's, 40's, and 50's), as well as the traditional student. In a recent issue of *Change* magazine, Gross (1975:13-15) discussed the role of the older student in higher education. Gross stated,

One out of every five colleges and universities is currently moving in this direction (of providing education opportunities for the older student). . . These new programs for students in what the French call 'the third age' are not constrained by the pressure of testing, grading, and credentialing. In these classrooms one finds something rare in American education above primary grades: learning for its own sake.

Georgia State University has traditionally been involved in educating the somewhat older students. For an example, the average age of undergraduates who graduated in June, 1974 was 25 years of age. The relatively "higher" average age of undergraduates at this University can be attributed to several factors: (1) Georgia State's geographical location within the metropolitan region, (2) this University offers evening courses which serve the (full-time) working student, and (3) Georgia State is totally a commuter institution.

The intent in Figures 1 through 12 is to provide a more detailed look at the age/sex composition in each School. Two limitations of the graphic display are: (1) only the Schools with a large number of graduate students were included in the graduate section of the age/sex analysis, and (2) the horizontal scale (number of students) on each graph is not consistent. These inconsistencies result from the various sizes of the populations being investigated. Accordingly, each graph should be interpreted separately, and when comparisons are made, the population size should be taken into consideration.

The highlights of this series of graphs are as follows:

- * The average age of undergraduate and graduate students at Georgia State University is 25 and 31, respectively. The average age of all students is 27.
- * Although the sex distribution is relatively equal through most age ranges, there are more females in age ranges from under 20 to 25 years of age. In the age ranges 25 to 35,

there are more male students than female. After age 35, there is a larger number of females than males. However, the oldest students at the University (over 60 years of age) are men.

- * There are more black female students than male. The average age for all black students is 28.
- * In absolute numbers, there are more females than males in every School except Business Administration and Urban Ed.
- * The older students in the Schools of Allied Health Sciences, Arts and Sciences, and Education tend to be female.
- * The percentage of students who are at the graduate level in each School are as follows: 19 percent in Arts and Sciences, 33 percent in Business Administration, and 77 percent in Education.
- * The largest percentage of undergraduate students with 4.0 grade point averages are females in every School except Allied Health Sciences.
- * Six percent of the total male population has a grade point average (GPA) of 4.0 as compared to 14 percent of the total female group. Sixty-seven percent of the females have GPA's higher than 3.0 as compared to 48 percent of the males. Fourteen percent of all male students have GPA's lower than 2.0 as compared to eight percent of the females.

TABLE 1
PERCENTAGE OF MALES AND FEMALES BY SCHOOL AND LEVEL
GEORGIA STATE UNIVERSITY
FALL QUARTER, 1974

<u>Level</u>	<u>School</u>	<u>Male</u>		<u>Female</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Undergraduate	Allied Health Sciences	192	16.6	968	83.4
Undergraduate	Arts and Sciences	2039	48.8	2136	51.2
Undergraduate	Business Administration	2602	79.9	654	20.1
Undergraduate	Education	193	17.0	940	83.0
Undergraduate	Urban Life	533	64.8	290	35.2
	General Studies	168	47.9	183	52.1
	Developmental Studies	145	50.0	145	50.0
Graduate	Allied Health Sciences	6	50.0	6	50.0
Graduate	Arts and Sciences	417	43.3	547	56.7
Graduate	Business Administration	1305	85.1	229	14.9
Graduate	Education	1072	27.5	2827	72.5
Graduate	Urban Life	109	63.4	63	36.6
Graduate	Governmental Administration	111	83.5	22	16.5
TOTAL		8892	49.7	9010	50.3

SOURCE: Percents computed by the author. The data was obtained from the Office of the Registrar.

TABLE 2

AVERAGE AGE OF STUDENTS BY SEX, SCHOOL, AND LEVEL
 GEORGIA STATE UNIVERSITY
 FALL QUARTER, 1974

<u>Level</u>	<u>School</u>	Average Age	
		Male (N=8892)	Female (N=9010)
Undergraduate	Allied Health Sciences	24	23
Undergraduate	Arts and Sciences	24	24
Undergraduate	Business Administration	26	25
Undergraduate	Education	26	25
Undergraduate	Urban Life	26	24
	General Studies	22	22
	Developmental Studies	21	21
Graduate	Allied Health Sciences	31	32
Graduate	Arts and Sciences	29	29
Graduate	Business Administration	29	27
Graduate	Education	32	31
Graduate	Urban Life	29	27
Graduate	Governmental Administration	31	27
TOTAL		26	27

SOURCE: Percents computed by the author. The data was obtained from the Office of the Registrar.

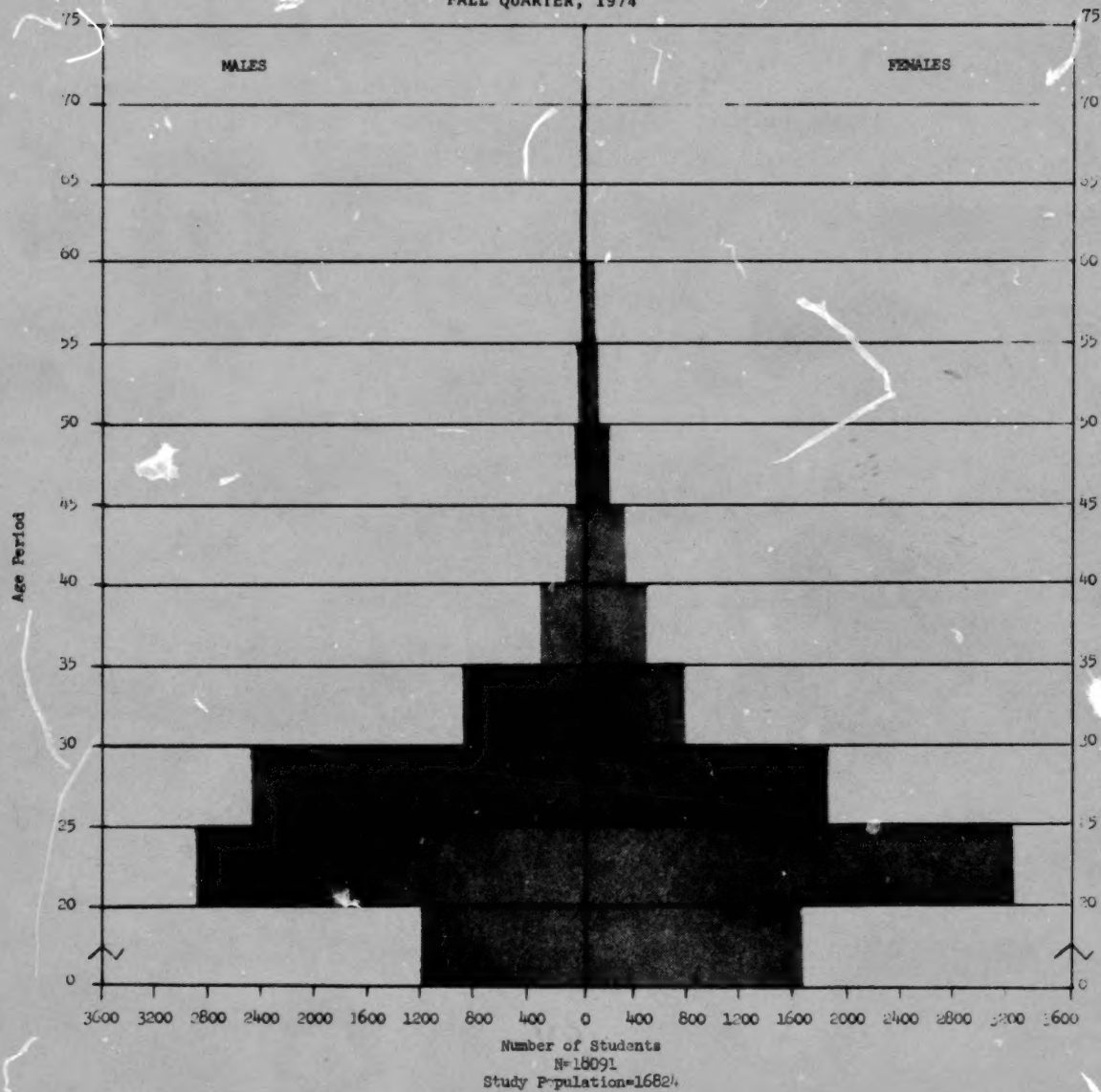
FIGURE 1

Figure 1 illustrates the age and sex distribution for the total student body for Fall Quarter, 1974. The figure indicates that the age composition is fairly evenly distributed among males and females through age 35. At this junction it can be seen that the number of females increases as compared to males. However, it appears that the oldest students at this University are males (over 60 years of age).

A more detailed look at the graph shows that the male population exceeds the female population in the age groups of 25 to 30 and 30 to 35.

The average age of graduate and undergraduate students at Georgia State is 31 and 25, respectively. The average age of all students is 27. The number of male students between the ages of 20 and 30 do not vary as greatly as the female students in the same age categories.

FIGURE 1
GEORGIA STATE UNIVERSITY
AGE AND SEX DISTRIBUTION
TOTAL STUDENT BODY POPULATION
FALL QUARTER, 1974



Source: The Office of the Registrar

FIGURE 2

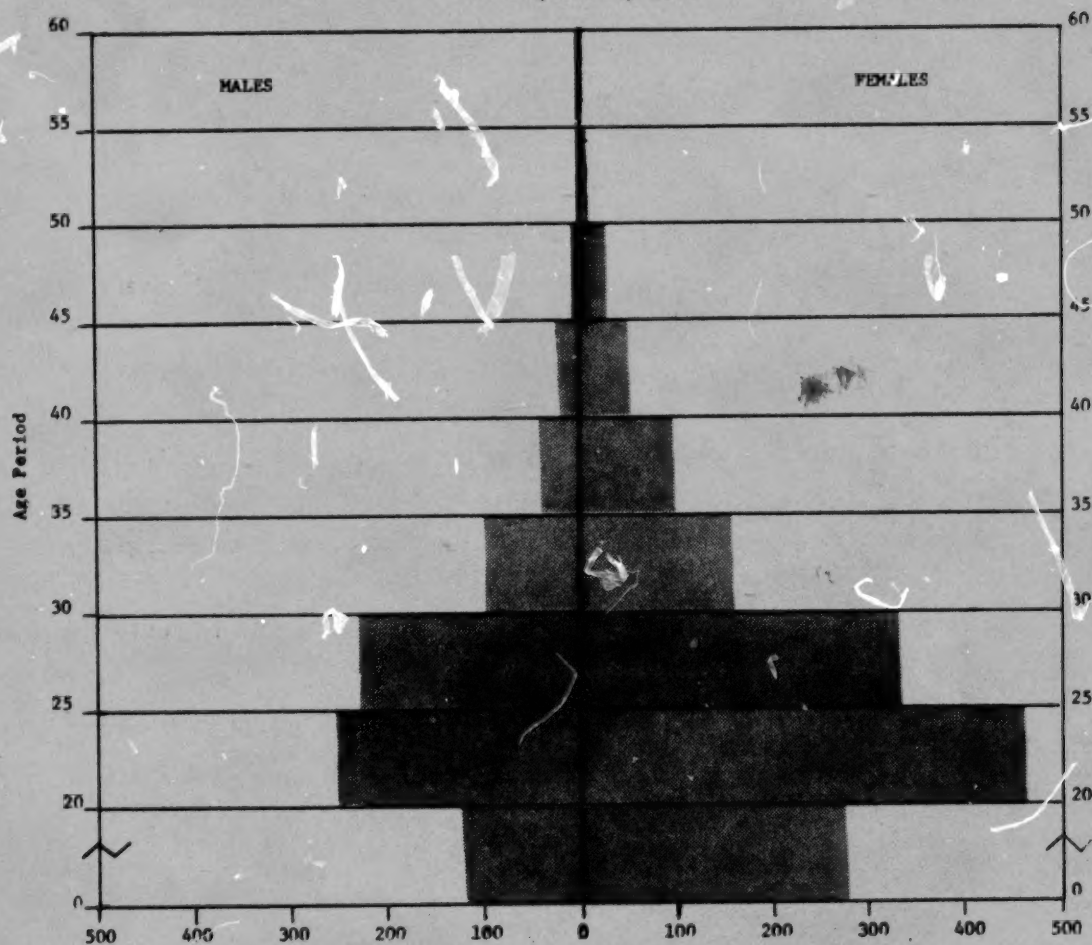
Figure 2 presents the distribution of black students by age and sex. This figure supports literature indicating that female black students in higher education outnumber the male students (Fenshe and Scott, 1973). In each age category there are almost twice as many female students as male students.

The black student population represents 13 percent of the total student body. The average age of black graduates is 32 and the average age of the undergraduate group is 25. The numbers indicate that there is little difference in the average age of black students when compared to the total student population.

There are parallels in the general age/sex distribution for the total student body and black student body. There is little difference in the number of black males in the age category 20 to 30 which is similar to Figure 1 for the total male student body. This same observation is true of black females in the 20 to 30 age categories as compared to the total female student body as reflected in Figure 2.

The oldest black students are females. This observation differs from the general age distribution of the total student population.

FIGURE 2
 GEORGIA STATE UNIVERSITY
 DISTRIBUTION OF BLACK STUDENTS
 BY AGE AND SEX
 FALL QUARTER, 1974



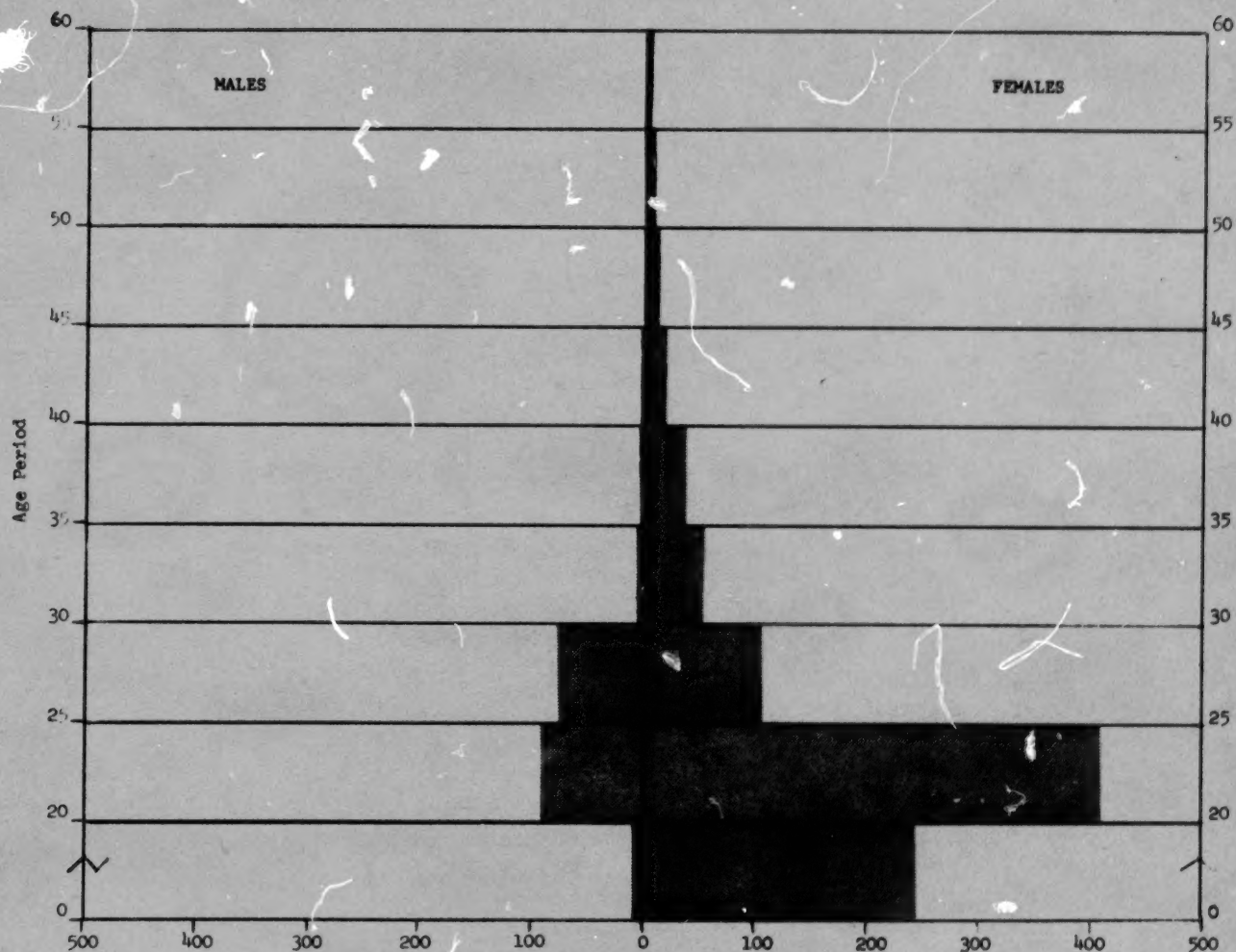
Number of Students
 N=2290
 Study Population=2200

Source: The Office of the Registrar

FIGURE 3

Figure 3 depicts graphically the age/sex composition of undergraduate Allied Health Sciences students. The first observation which can be made is that the group is predominantly female. This fact is not surprising when it is considered that Georgia State has a large Nursing Department which is composed mostly of females. There are very few undergraduate male students in Allied Health Sciences over the age of 30 or under the age of 20.

FIGURE 3
 GEORGIA STATE UNIVERSITY
 AGE AND SEX DISTRIBUTION
 OF UNDERGRAD. ALLIED HLTH. SCI. STUDENTS
 FALL QUARTER, 1974



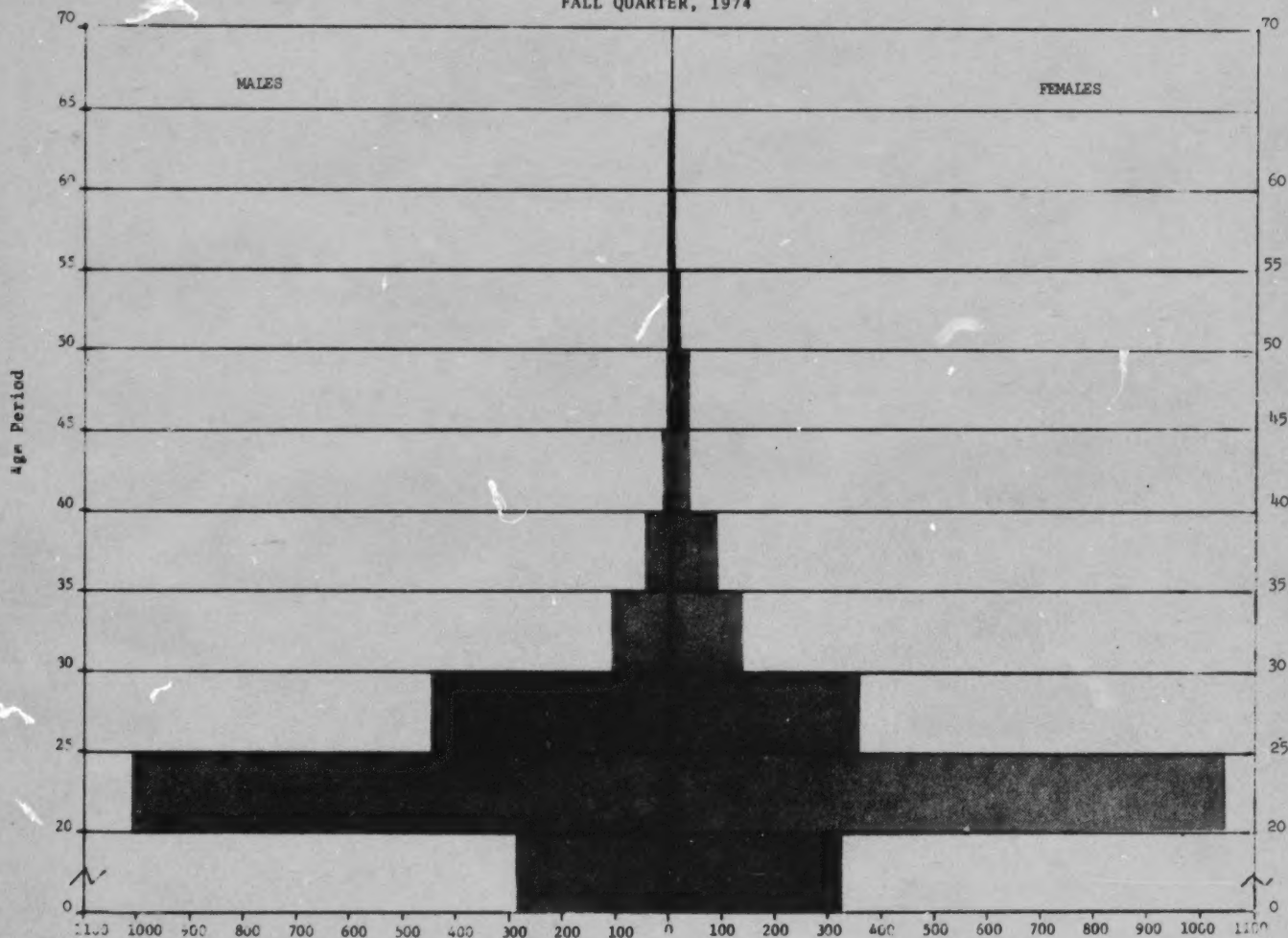
Number of Students
 n=1160
 Study Population=1079

Source: Office of the Registrar

FIGURE 4

Figure 4 illustrates the age/sex breakdown for undergraduate Arts and Sciences students. This School has the most evenly distributed group of undergraduates. The School of Arts and Sciences is very heterogeneous, and only after the age of 35 does the number of females and males differ greatly. The majority of the oldest students (over 50 years of age) appear to be women.

FIGURE 4
 GEORGIA STATE UNIVERSITY
 AGE AND SEX DISTRIBUTION
 OF UNDERGRADUATE ARTS & SCI. STUDENTS
 FALL QUARTER, 1974



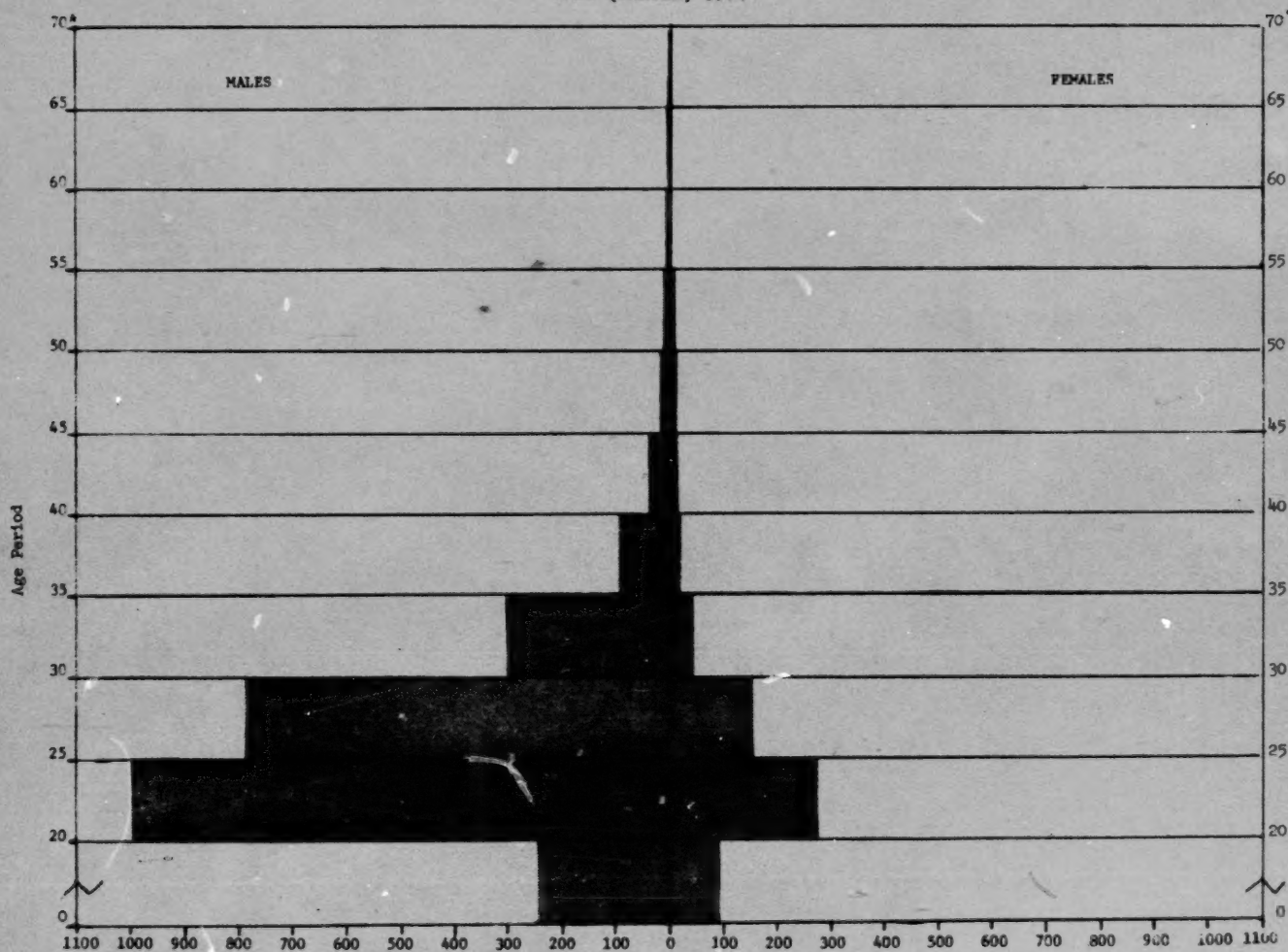
Number of Students
 N=4175
 Study Population=3951

Source: Office of the Registrar

FIGURE 5

Figure 5 presents the distribution of undergraduate Business Administration students by age and sex. This distribution is contrastingly different to that of Allied Health Sciences, and there is little comparison to the distribution of Arts and Sciences undergraduates. Females represent 20 percent of the student undergraduate population in Business Administration. The male undergraduates tend to be older than the female students.

FIGURE 5
 GEORGIA STATE UNIVERSITY
 AGE AND SEX DISTRIBUTION
 OF UNDERGRADUATE BUS. ADMIN. STUDENTS
 FALL QUARTER, 1974



Number of Students
 N=3256
 Study Population=3086

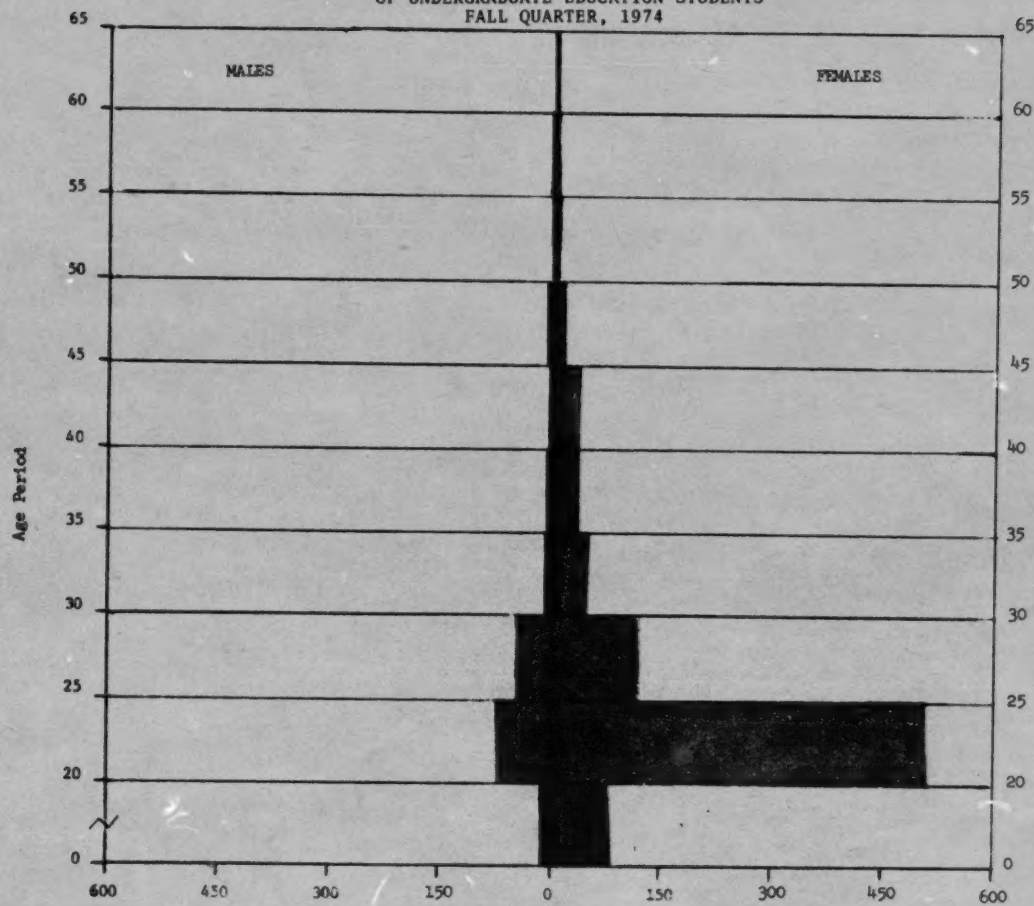
Source: Office of the Registrar

*There is one student over the age of 70 (male).

FIGURE 6

Figure 6 illustrates the age/sex distribution of undergraduate Education students. By far, the majority of individuals in each level are females; however, a relatively large number of males emerges in the age range 20 to 30 which indicates the increasing number of males entering the fields of primary and secondary education.

FIGURE 6
 GEORGIA STATE UNIVERSITY
 AGE AND SEX DISTRIBUTION
 OF UNDERGRADUATE EDUCATION STUDENTS
 FALL QUARTER, 1974



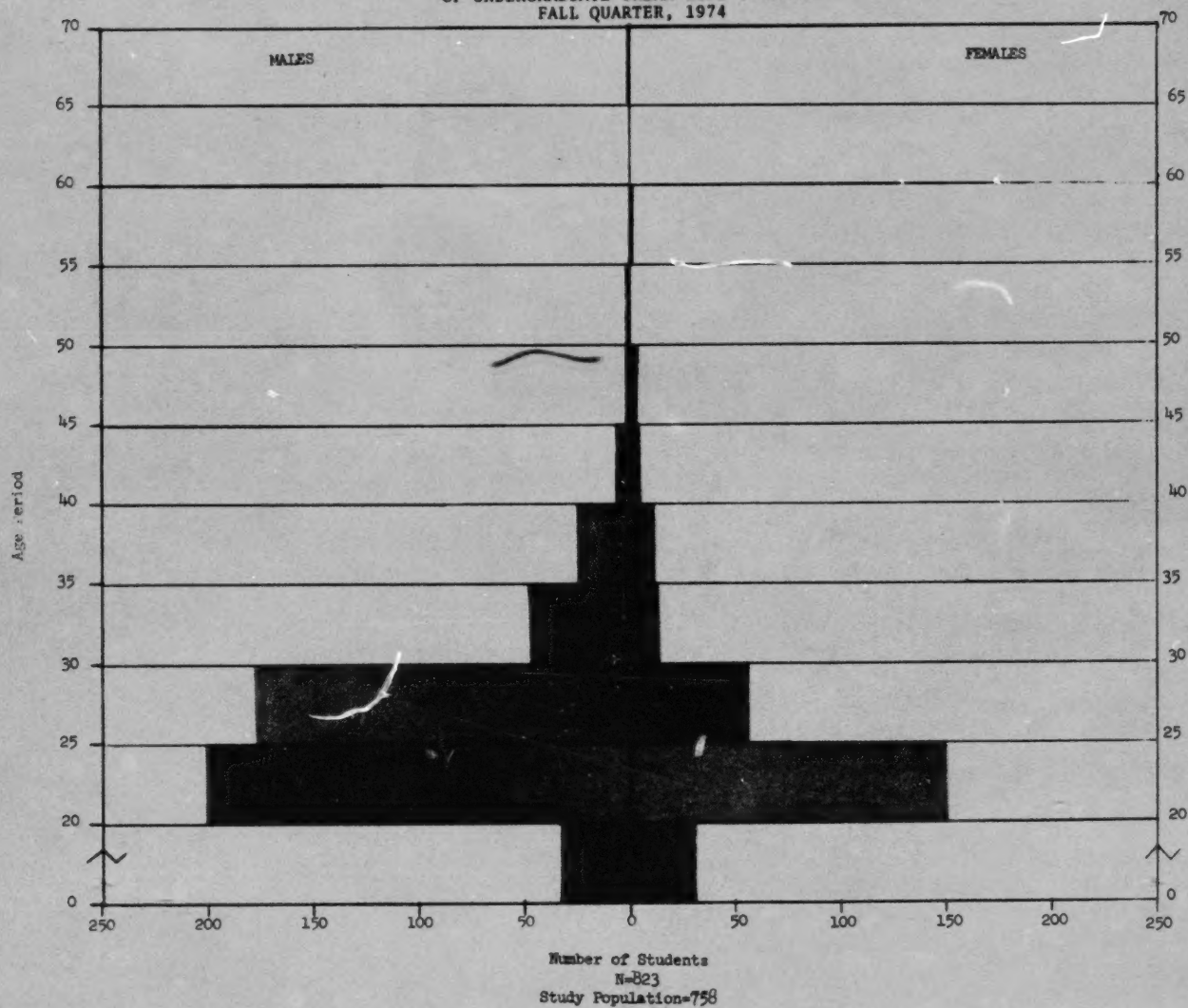
Source: The Office of the Registrar

5

FIGURE 7

Figure 7 indicates that the number of males in undergraduate Urban Life is greater than females. The undergraduate males in the School of Urban Life, as in the School of Business Administration, are relatively older. The majority of both males and females are in the age range of 20 to 30. It is interesting to note that although the urban studies area has been traditionally dominated by males, there are several females in the category over 30 years of age who are participating in Georgia State's Urban Life program.

FIGURE 7
 GEORGIA STATE UNIVERSITY
 AGE AND SEX DISTRIBUTION
 OF UNDERGRADUATE URBAN LIFE STUDENTS
 FALL QUARTER, 1974



Source: The Office of the Registrar

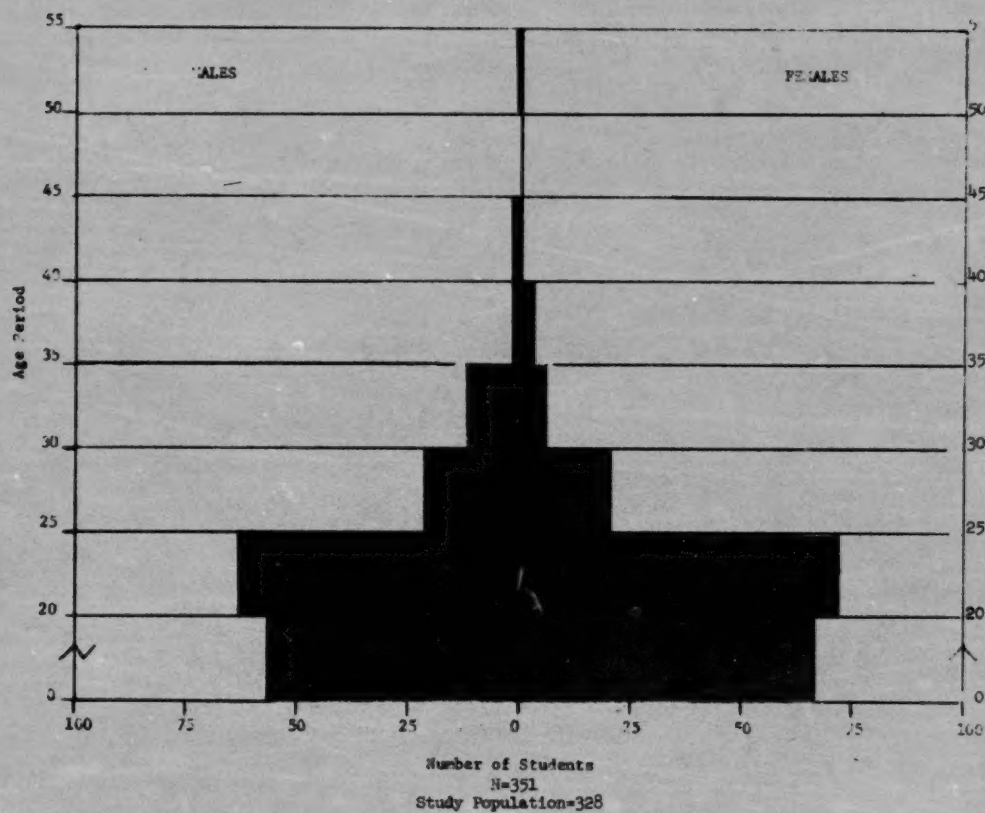
FIGURE 8

Figure 8 reflects the fact that the composition of males and females in General Studies appears to be evenly distributed.

The students in General Studies reflect the type of age distribution which most people would assume is natural for college students, that is, a population in the age range from 18 to 25.

Figure 8 illustrates that there are more females than males participating in General Studies programs, except for the age ranges over 40.

FIGURE 8
 GEORGIA STATE UNIVERSITY
 AGE AND SEX DISTRIBUTION
 OF GENERAL STUDIES STUDENTS
 FALL QUARTER, 1974



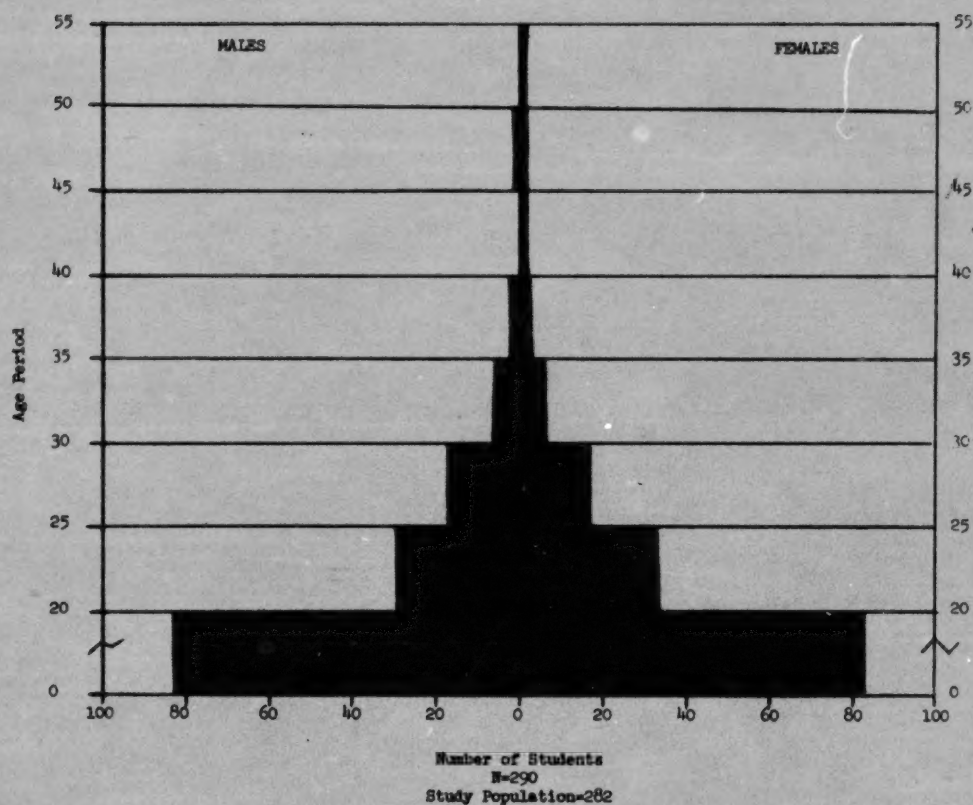
Source: Office of the Registrar

FIGURE 9

Figure 9 illustrates the student distribution in the Developmental Studies program, which is directed toward those individuals just entering college who are required to complete remedial work before undertaking courses at the normal college level. The age pattern for males and females is fairly evenly distributed for most age ranges up to the age of 40.



FIGURE 9
 GEORGIA STATE UNIVERSITY
 AGE AND SEX DISTRIBUTION
 OF DEVELOPMENTAL STUDY STUDENTS
 FALL QUARTER, 1974



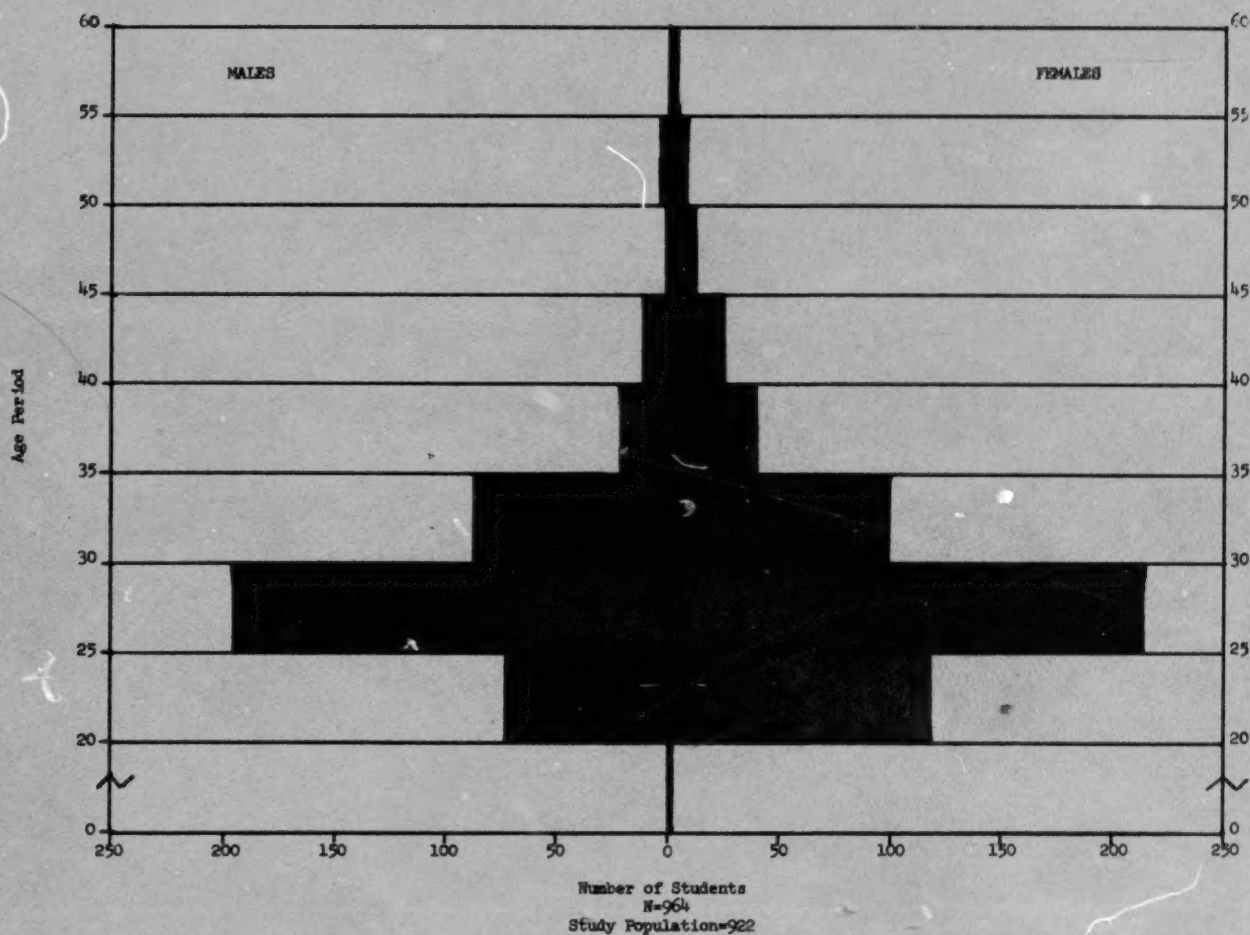
Source: The Office of the Registrar

FIGURE 10

Figure 10 points out that even though the age/sex distribution for graduate Arts and Sciences students is relatively even; there appears to be more females in all age ranges. The age range 25 to 30 contains approximately 45 percent of all graduate students in Arts and Sciences. The number of females in the age categories over 35 far outweighs the males.

Nineteen percent of the Arts and Sciences students are graduate students. This is low compared to the School of Education where 77 percent of the students are at the graduate level.

FIGURE 10
 GEORGIA STATE UNIVERSITY
 AGE AND SEX DISTRIBUTION
 OF GRADUATE ARTS & SCIENCES STUDENTS
 FALL QUARTER, 1974



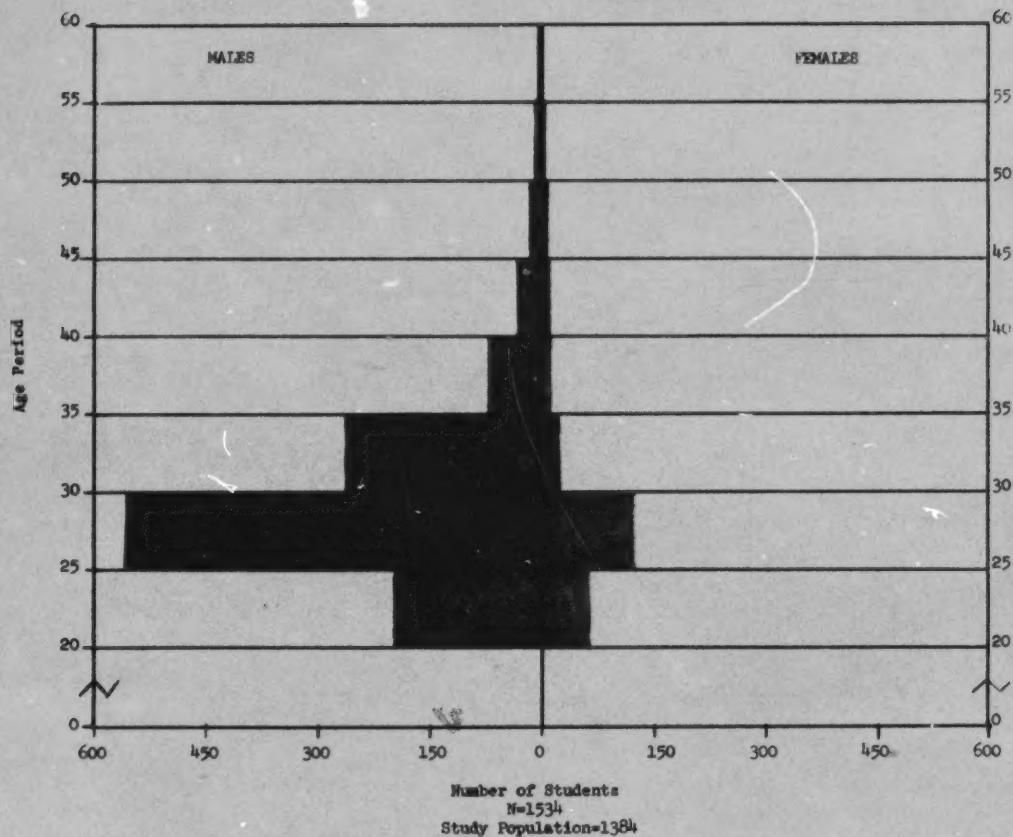
Source: Office of the Registrar

FIGURE 11

Figure 11 indicates that there are very few females in relation to males in graduate Business. When compared with Arts and Sciences, there are more graduate students (in absolute numbers) in the age category of 20 to 25 indicating possibly that the large number of Business students enter graduate school at a younger age. Thirty-two percent of students in Business Administration are graduate students; this percentage is smaller than the percentage in the School of Education.

R

FIGURE 11
 GEORGIA STATE UNIVERSITY
 AGE AND SEX DISTRIBUTION
 OF GRADUATE BUSINESS ADMIN. STUDENTS
 FALL QUARTER, 1974

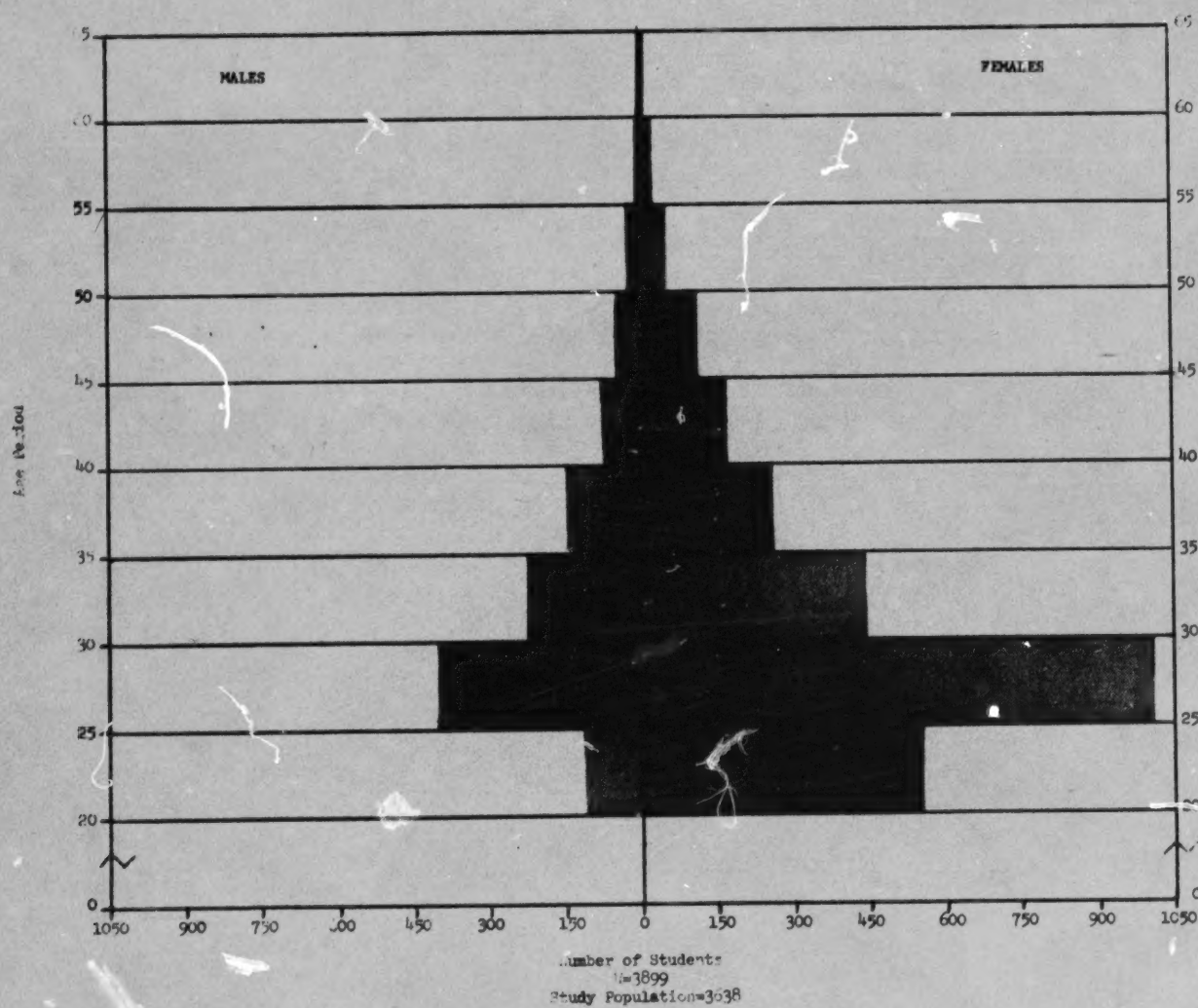


Source: Office of the Registrar

FIGURE 12

Figure 12 depicts the age/sex distribution of graduate students in the School of Education. The number of graduate students in the School of Education is much larger than the undergraduate population. In fact, 77 percent of the students are at the graduate level. This reflects one of the primary missions of this particular School which is to provide advanced training in Education for teachers in the metropolitan area. Moreover, some of Atlanta's metropolitan counties now require their teachers to earn a Master's degree after a specific number of years with the county school system.

FIGURE 12
GEORGIA STATE UNIVERSITY
AGE AND SEX DISTRIBUTION
OF GRADUATE EDUCATION STUDENTS
FALL QUARTER, 1974



Source: Office of the Registrar

FIGURE 13

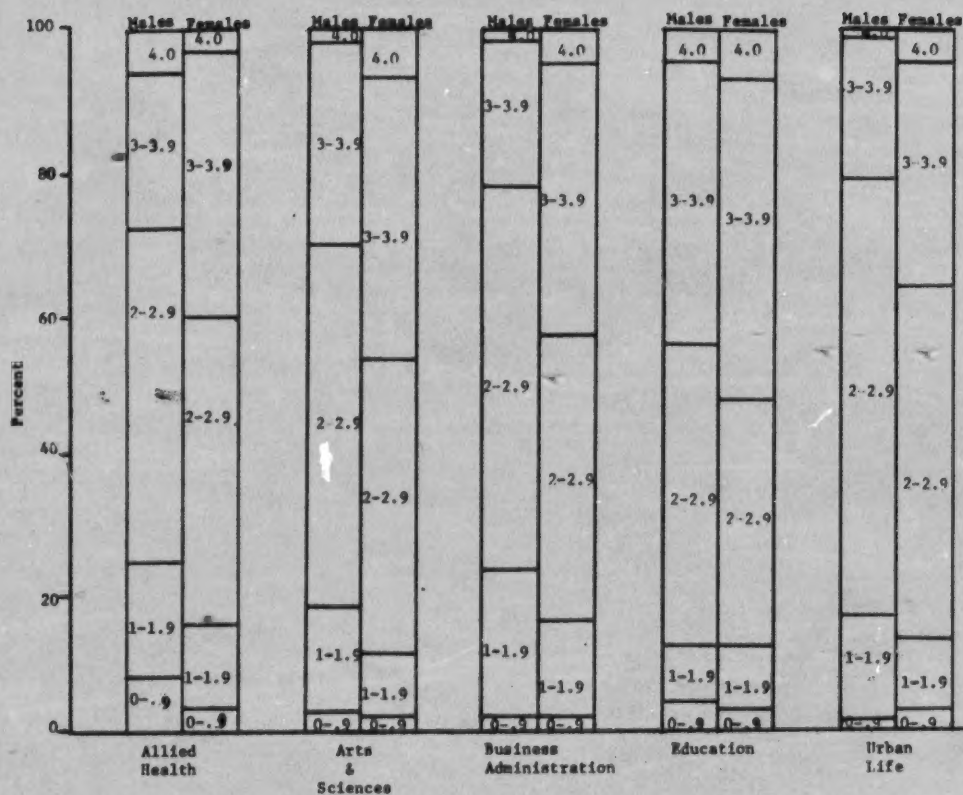
Figure 13 illustrates the grade point average distribution for undergraduates by school and sex for Fall Quarter, 1974.

- * Six percent of the total male population has a grade point average (GPA) of 4.0 as compared to 14 percent of the total female group. Forty-eight percent of the males have GPA's higher than 3.0 as compared to 67 percent of the total female population. Fourteen percent of all male students have GPA's lower than 2.0 as compared to eight percent of the females.
- * The largest percentage of 4.0 GPA's are held by females in every School but Allied Health Sciences.
- * Only in the School of Education is there a larger percentage of females than males with a GPA of 1.0 to 1.9.
- * A larger percentage of males than females, in each School, fall into the 2.0 to 2.9 GPA range (however, in Urban Life, 51% of the females fall into this range).
- * A large percentage of females in Arts and Sciences and Education had grade point averages in the range of 3.0 to 3.9.

GPA	Allied Health		Arts & Sciences		Bus. Adm.		Education		Urban Life	
	Percent Male	Percent Female	Percent Male	Percent Female	Percent Male	Percent Female	Percent Male	Percent Female	Percent Male	Percent Female
4.0	5.0	3.3	2.4	6.1	1.6	5.1	4.2	7.9	1.2	3.9
3.0-3.9	22.7	36.9	29.7	41.3	21.5	37.3	39.9	45.3	20.1	31.9
2.0-2.9	49.6	44.3	50.5	41.5	54.5	41.1	43.4	34.9	61.0	50.7
1.0-1.9	15.2	12.3	15.1	9.2	20.5	14.2	8.4	9.4	15.3	10.4
under 1.0	7.6	3.3	2.3	2.9	2.0	2.2	4.2	2.5	1.4	3.0

SOURCE: Percents computed by the author. The data was provided by the Office of the Registrar.

FIGURE 13
GRADE POINT AVERAGE DISTRIBUTION FOR
UNDERGRADUATES BY SCHOOL AND SEX AT GSU
FALL QUARTER, 1974



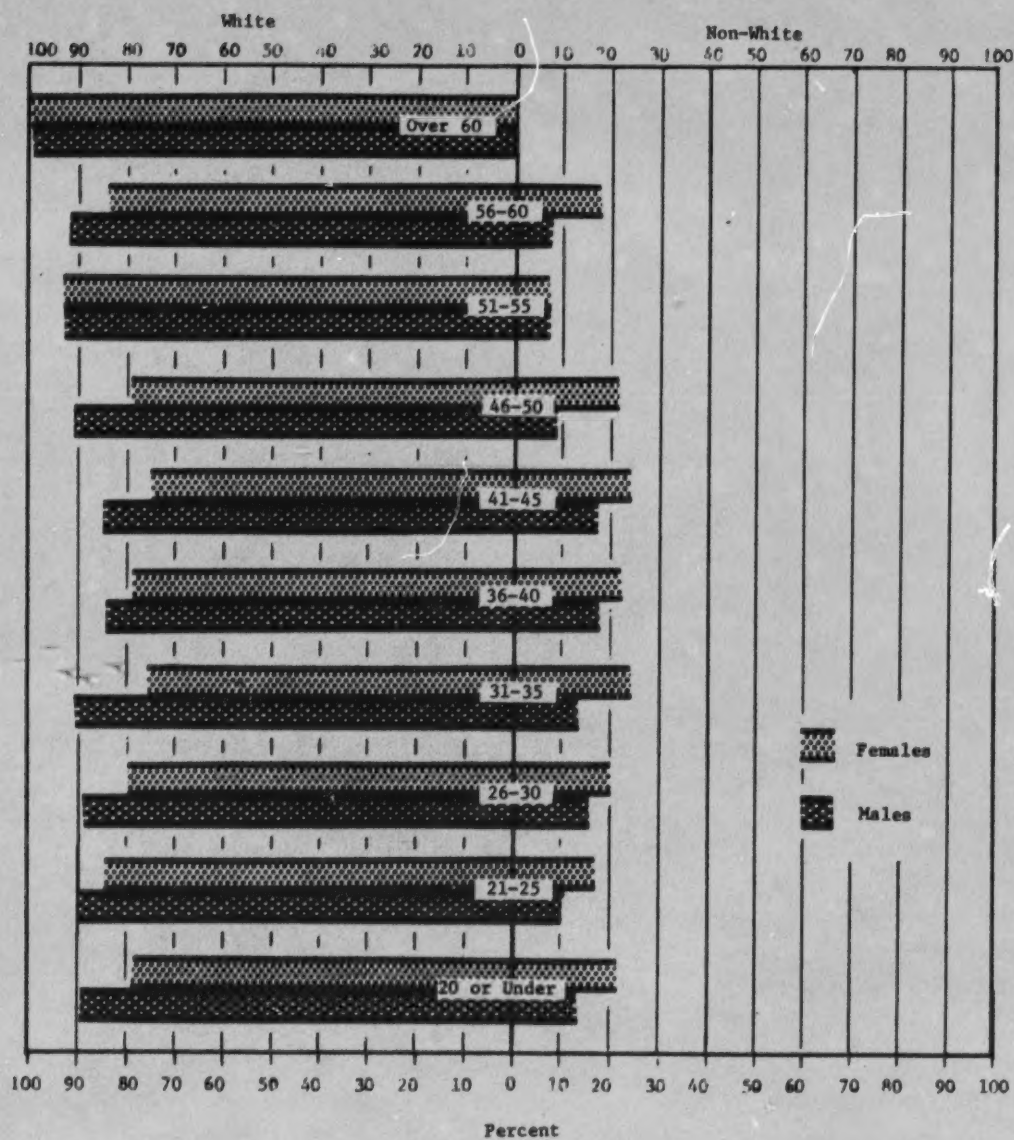
Source: Office of Institutional Planning. Data provided by the Office of the Registrar (November 4, 1974).

FIGURE 14

In Figure 14 the distribution of transfer students by race, sex, and age is presented.

- * Of the total student body, over 50 percent reported that they originally attended another school.
- * The largest category of non-white males reporting transfer status were in the age range 35 to 45.
- * There were more non-white female transfer students than non-white male.
- * There are more male transfer students (52 percent) than female.
- * Nineteen percent of the female transfers are non-white as compared to 11 percent non-white male transfers.

FIGURE 14
DISTRIBUTION OF GSU TRANSFER STUDENTS
BY RACE, SEX, AND AGE
FALL QUARTER, 1974



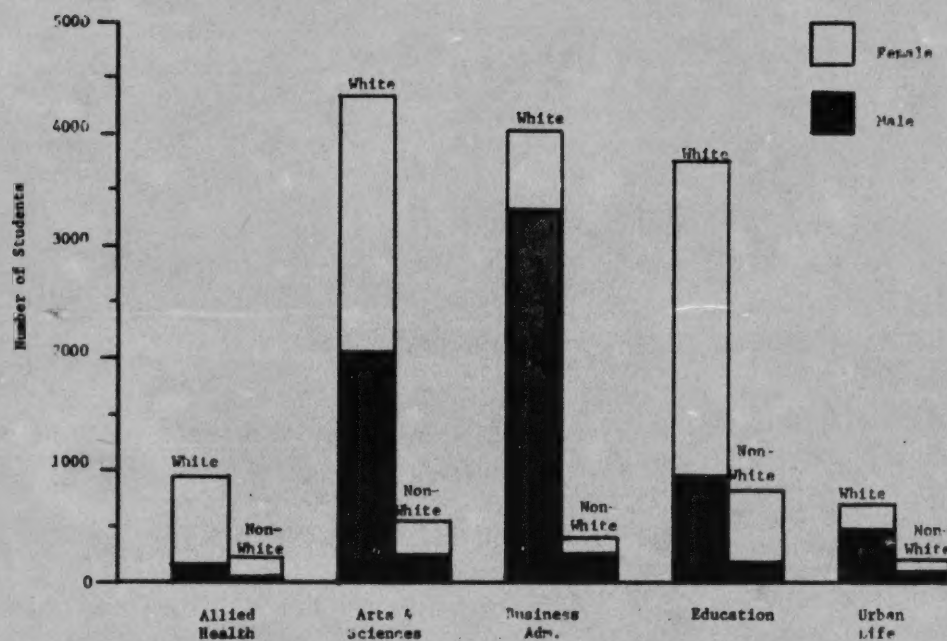
Source: Office of Institutional Planning. The data was obtained from the Office of the Registrar.

FIGURE 15

Figure 15 presents the distribution of regular students (in the five major Schools) by race and sex. This graph illustrates:

- * The majority of students in Allied Health Sciences, Arts and Sciences, and Education are female. However, the distribution of females in Business Administration and Urban Life is different for the non-white and white student population. Of the non-white Business Administration students, 34 percent are females. On the other hand, females account for only 17 percent of the white students in Business.
- * In the School of Urban Life, 31 percent of the white students are females; this can be compared to the non-white student where 50 percent are females.

FIGURE 15
DISTRIBUTION OF REGULAR STUDENTS BY
RACE AND SEX WITHIN SCHOOLS
AT GEORGIA STATE UNIVERSITY
FALL QUARTER, 1974



Study Population = 17,128

Source: The Office of the Registrar

THE RESIDENTIAL PATTERNS OF STUDENTS
AT GEORGIA STATE UNIVERSITY
FALL QUARTER, 1974

Georgia State University serves a definite function in the Atlanta area. The University provides individuals in the metropolitan region with a convenient and relatively inexpensive place to earn an undergraduate or graduate degree. The geographic location of this institution is well suited to serve the educational needs of the thousands of men and women who work in Atlanta's downtown or central area. Georgia State also furnishes extended course programs at various locations throughout the metro area for students majoring in the field of education. Because of the University's centralized location in the metro area, many students (part-time and full-time students) who might not ordinarily complete four years of college are given impetus to work toward the completion of a degree. Harris (1972:3), in A Statistical Portrait of Higher Education, discusses the importance of urban universities. He indicates that

. . .the rising importance of a large urban university which especially cater to part-time students and are located in metropolitan areas in which population is rising rapidly, has played a significant role (in stimulating college enrollment). . . . urban institutions are within easy reach of students. It is well to recall that students living within 25 miles of a college are twice as likely to go to college as those living beyond 25 miles.

Georgia State's non-residential campus with its central location has created an interesting spatial distribution of students. The students tend not to be located very near the central core of Atlanta, i.e., near the University; but instead, spread themselves throughout the metropolitan Atlanta area. Many of the part-time students, who work full-time, have families and tend to live in suburban residential areas in the metro area. This University's total commuter status is not unique. Kazlo and Hardwick (1973) found that approximately 75 percent of all college students were commuters. They also indicated that by 1985 ninety percent of all students will be commuting.

The commuting student at GSU lives in diverse parts of the metro area, making it difficult to develop services for these students unless there is an awareness of the location of concentrated groups of students. However, it is an awareness of the location of concentrated groups of students. However, it is not always enough to know the number of students living in a particular area; it is also important to know what are the academic interests or needs of these students.

David Trivett (1974) in "The Commuting Student" discusses the University of Maryland's special department which is totally devoted to the non-residential student. The Office of Community Student Affairs at the University of Maryland is responsible for: (1) identifying problems of commuters, (2) identifying

ways these students can take advantage of educational opportunities, and (3) determining and endorsing issues which are of importance to commuter students. The commuter students have certain needs, both academic and social, which the Office of Commuting Student Affairs can fulfill. The University of Maryland also monitors the National Clearinghouse for Commuter Programs which provides other interested schools with information associated with the commuter student.

Once the needs of the commuting student and the location of the students are determined, the appropriate programs and services can be developed.

Mapping the Location of Students

This portion of the demographic study of Georgia State students is devoted to determining the location of GSU students within the metropolitan region. The data is presented in the form of a series of computer maps.

The base map for this analysis is the Atlanta Regional Commission's Atlanta Region Postal Zip Code Areas Map (February, 1973). The computer program which generated the maps is called "SYMAP" (Synagraphic Computer Mapping). The maps present the geographic location of students (in number) by zip code areas. The maps illustrate the location of students by the various schools and academic level.

Because of the construction of this particular form of graphic communication (i.e., SYMAP), there are certain limitations inherent in a display of this type (see Appendix A for general information about computer map construction). Some of the limitations of this presentation are:

- (1) Since the data (number of students) is presented in the form of a "range of values, no exact number of students for any zip code can be determined. However, the concentrations of the highest value range (or largest numbers) are discernible.
- (2) Because the data varies from map to map, a comparative analysis of the number of students by zip code area in different schools is difficult; but, a comparison of areas of concentration of student groups within the metropolitan region is valid.
- (3) The geographic location of the zip code designations in the eight county Atlanta metro area is generalized, that is, the relative location of all zip code areas to each other is accurate.

An Analysis of the Location of Students

There are two sets of computer maps. The first set depicts the location of students by school and level, and the second set emphasizes the location of students by age. In analyzing the computer maps some interesting spatial patterns emerged. The residential patterns of GSU students vary among schools and academic level. The highlights of the computer maps and demographic statistics reflect:

- * Most of the students at GSU live in Fulton and DeKalb Counties. Of the total number of students indicating their residence as being in the eight county Atlanta metro area, Fulton and DeKalb County account for 83 percent of the total.
- * There appears to be an equal number of students living within and outside the perimeter highway (Interstate-285) surrounding the City of Atlanta. It is of interest to note that 37 percent of the students who reside in the metropolitan area live in the City of Atlanta.
- * Very few GSU students live in the outlying metro counties of Douglas, Gwinnett, Rockdale, and Henry.
- * Eighty-seven percent of the total student population lives in the eight county metro area.
- * The residential patterns of black students conform to the general locational patterns of the "black sector" in Atlanta with a large number of students living in the Southwest portion of the city. Approximately 42 percent of all black students live in four zip code locations in the metro area, and all but one zip code area lies within the city. In fact, 20 percent of the black students live within one zip code area in Southwest Atlanta.
- * Allied Health Sciences and Arts and Sciences students tend to live near the central city, i.e., near Georgia State.
- * Business Administration and Education students appear to live farther away from the downtown area. In fact, the Education majors have the most dispersed residential patterns of any students at the University.
- * Urban Life and Governmental Administration students seem to locate in three predominant areas: (1) South Central DeKalb County, (2) in and around the City of Marietta in Cobb County, and (3) in South Fulton County (particularly near the Southwest portion of the City of Atlanta).
- * The majority of General Studies students are located in Southwest Atlanta, and in those parts of DeKalb County adjacent to the City of Atlanta.

TABLE 3
LOCATION BY COUNTY OF GSU STUDENTS
RESIDING IN THE EIGHT COUNTY METRO AREA
FALL QUARTER, 1974

<u>County</u>	<u>Number of Students</u>	<u>Percent of Students in 8 County Area</u>
Clayton	744	5
Cobb	1,313	8
DeKalb*	7,084	45
Douglas	121	1
Fulton*	6,030	38
Gwinnett	315	2
Henry	88	.5
Rockdale	78	.5
TOTAL	15,773	100

* There are 5,844 students (37 percent of the students living in the 8 county area) who reside within the city limits of Atlanta in DeKalb and Fulton Counties.

SOURCE: Percent computed by the author. The data was obtained from the Office of the Registrar.

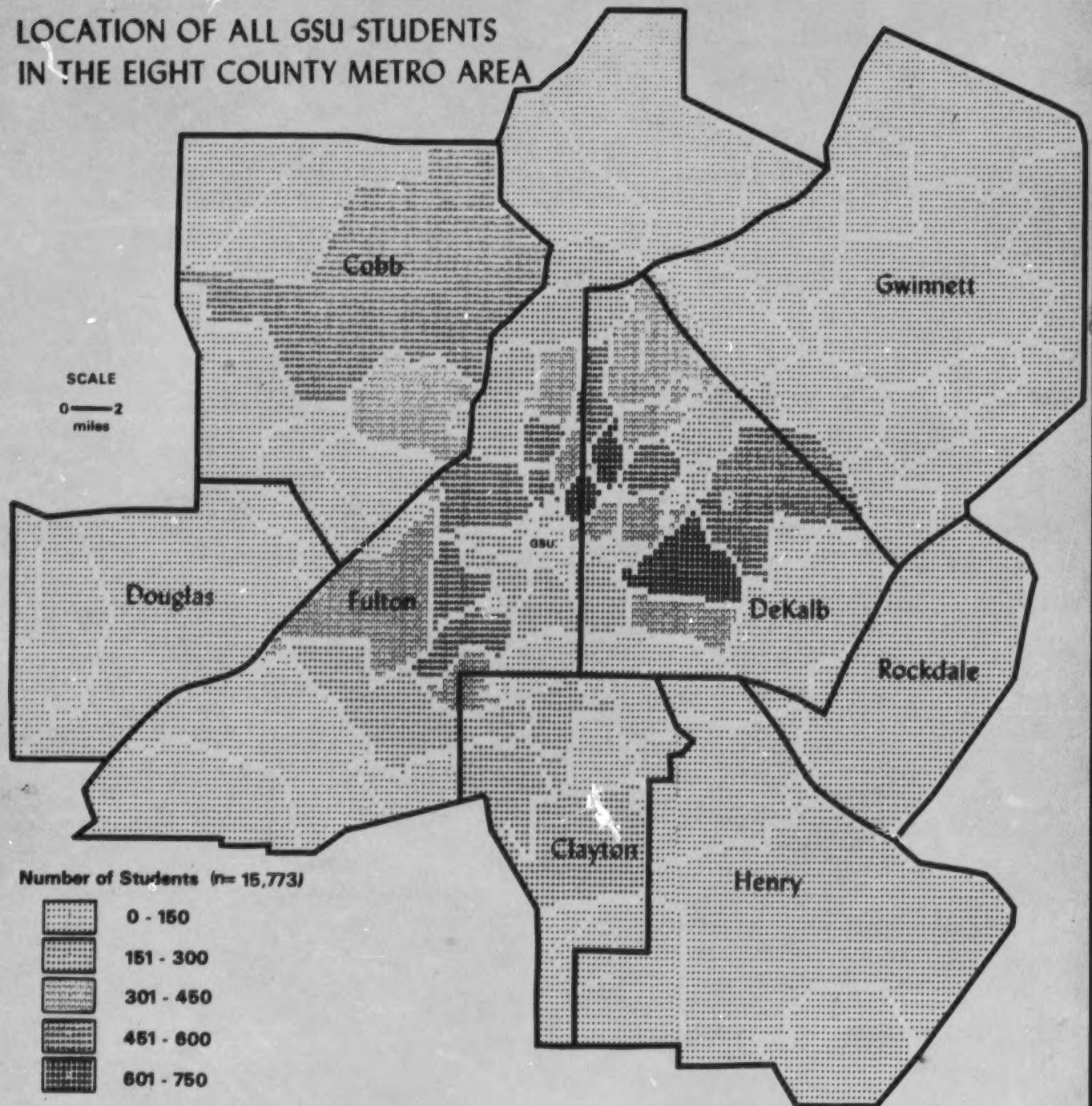
The Location of Students by School and Level

MAP 1

The first map portrays the geographic location of the total student population in the Atlanta eight county metropolitan area.

- * Most of the students live in Fulton and DeKalb Counties (which are the most populous metropolitan counties).
- * There is an equal number of students living within and outside the perimeter highway (Interstate 285 is not shown on the map).
- * The residential location of students appears to follow the major highway patterns within each county as determined by the author.
- * Very few students live in the outlying metro counties, i.e., Douglas, Gwinnett, Rockdale, and Henry.
- * Eighty-seven percent of the total student body lives in the eight county metropolitan Atlanta area.
- * Thirty-seven percent of the students residing in the eight county metro area lives in the City of Atlanta.

LOCATION OF ALL GSU STUDENTS IN THE EIGHT COUNTY METRO AREA



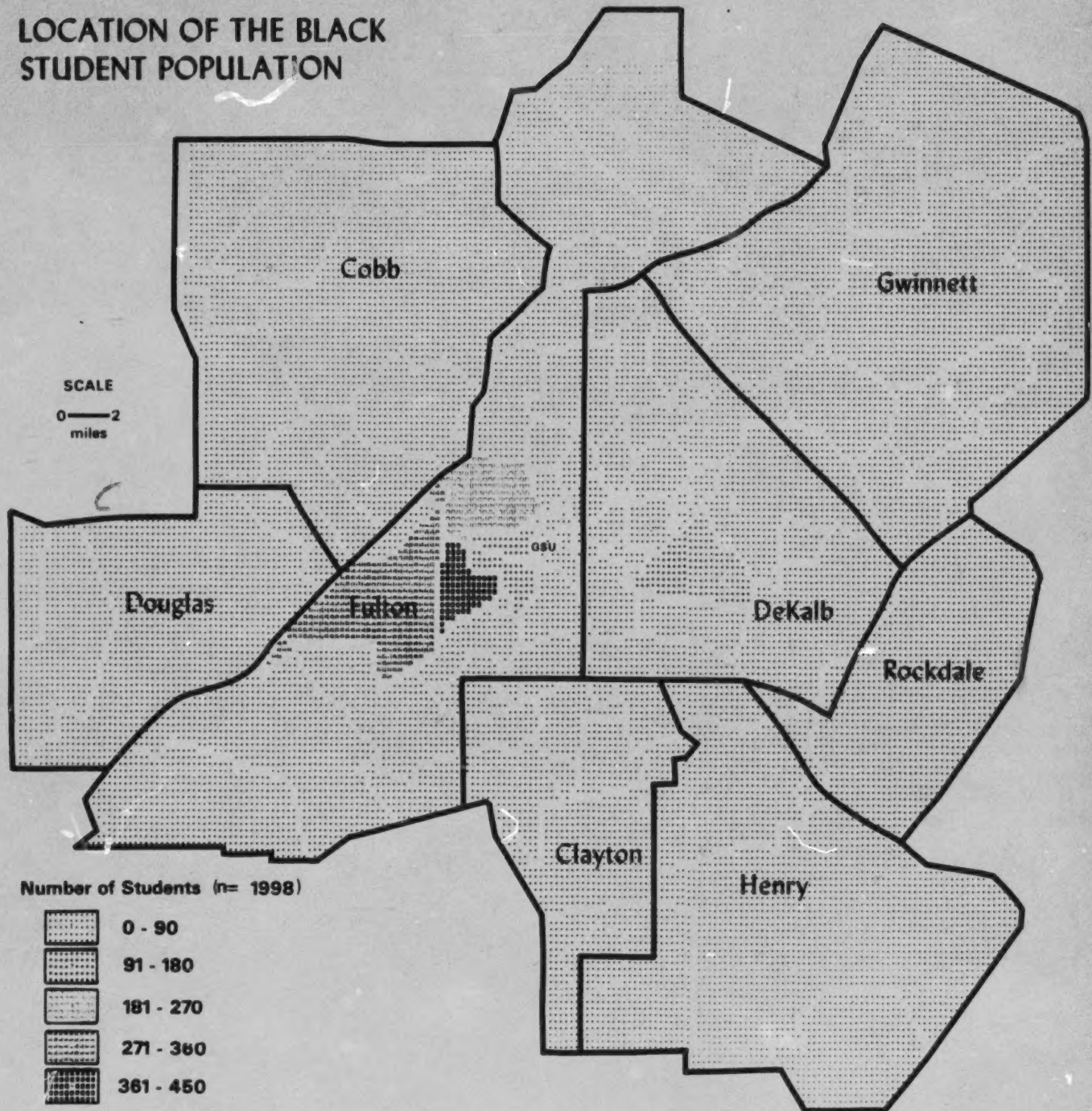
MAP 2

Map 2 illustrates the residential patterns of black students.

- * The residential patterns of black students follow the general locational patterns of the "black sector" in Atlanta. The majority of black students live within the City in Southwest Atlanta.
- * Approximately 42 percent of the black students live in four zip code areas in the metropolitan area, and all but one zip code area is in the City. In fact, 20.4 percent of the black students live within one zip code location in Southwest Atlanta.
- * The black student population living in the eight county metropolitan area represents 12 percent of the total student body.

MAP 2

LOCATION OF THE BLACK STUDENT POPULATION

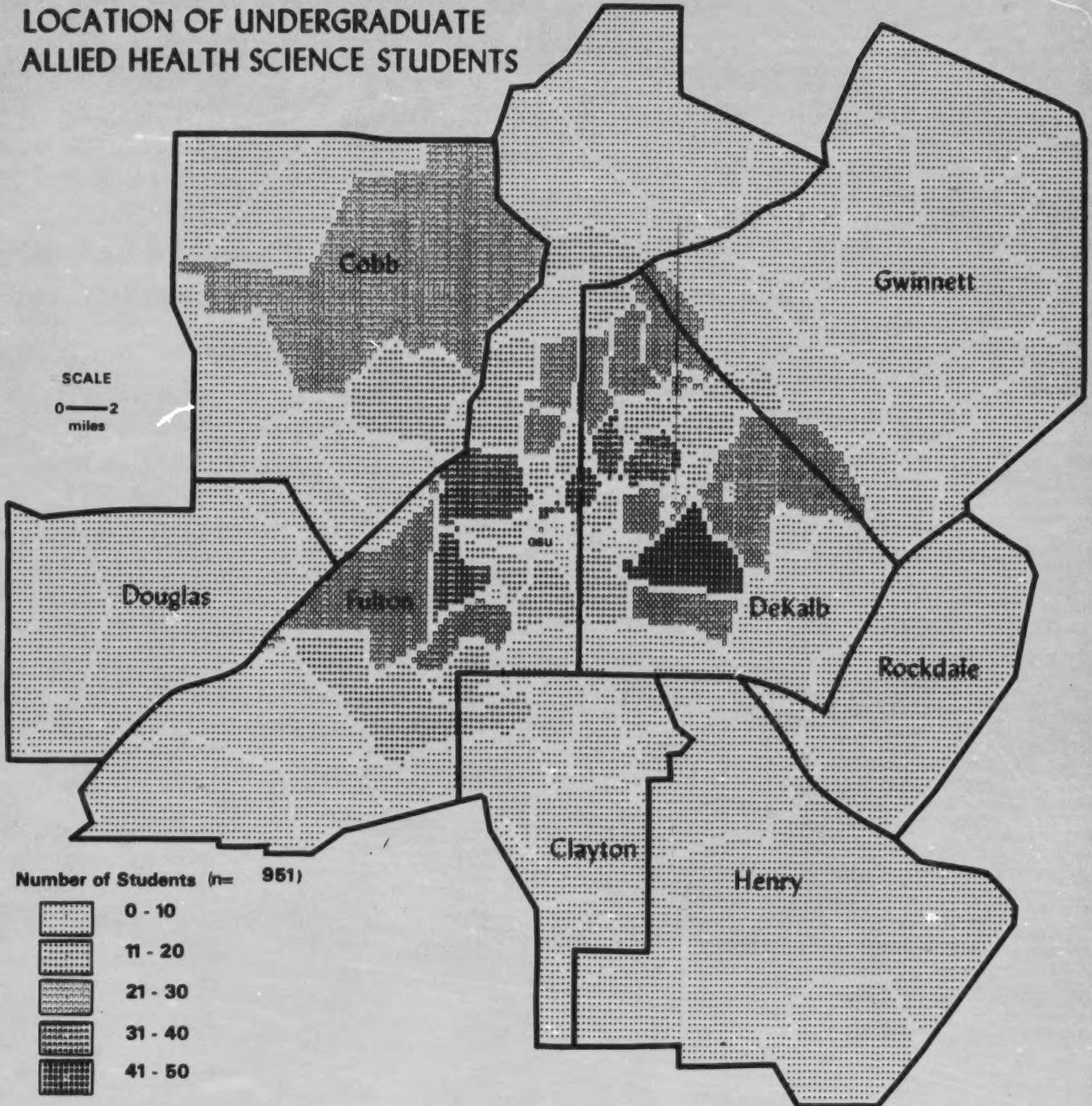


MAP 3

Map 3 presents the location of undergraduate Allied Health Sciences majors.

- * The students are distributed predominantly in Fulton and DeKalb Counties.
- * The heaviest concentrations are located in West and South DeKalb County and in the West Fulton County area.
- * Many Allied Health Sciences students appear to live "close-in" to the City with fewer students living farther away from Georgia State.
- * This group represents five percent of the total student body residing in the metro area.
- * Eighty-two percent of the Allied Health Sciences students live in the Atlanta metropolitan area.

LOCATION OF UNDERGRADUATE ALLIED HEALTH SCIENCE STUDENTS



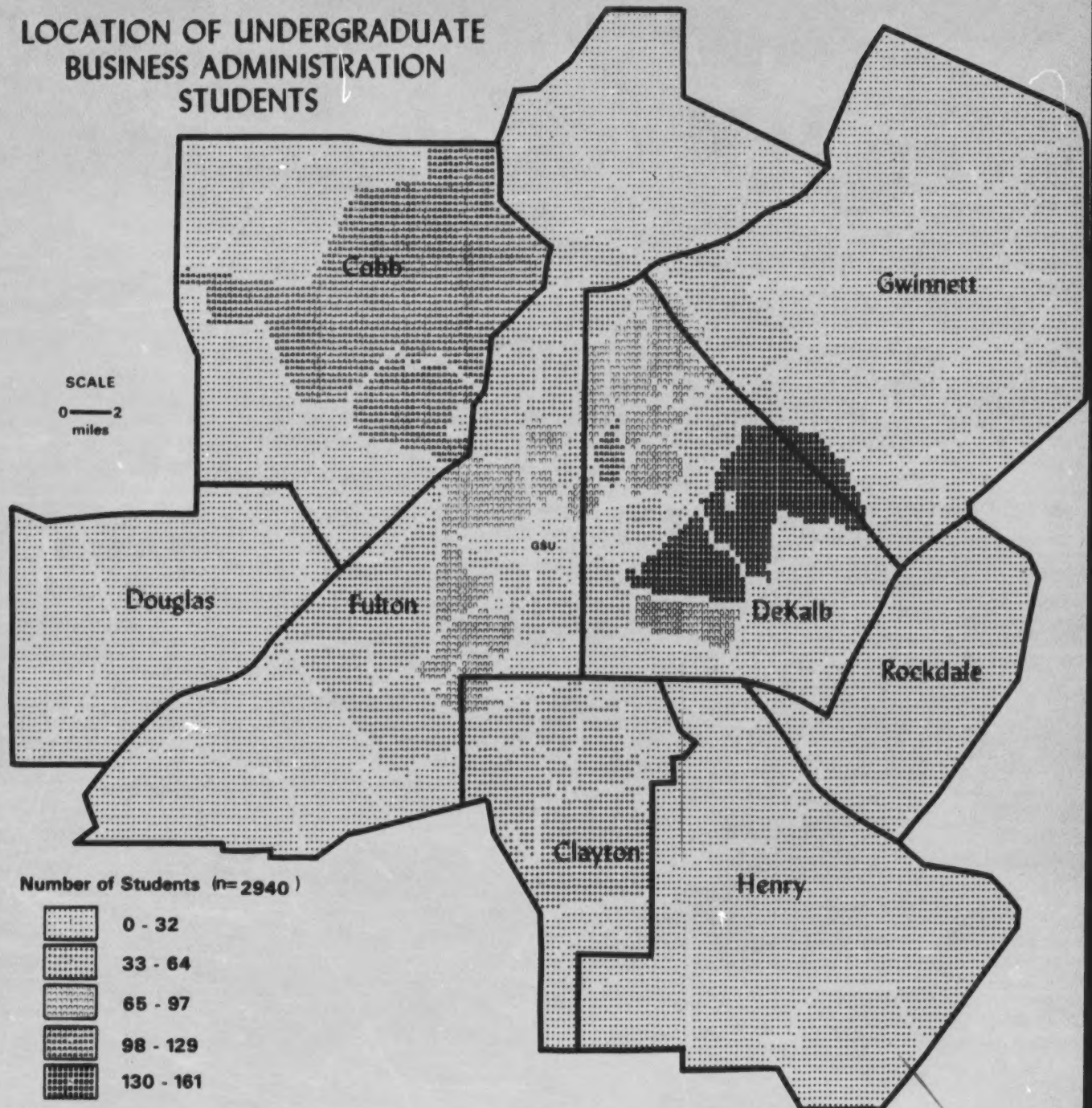
MAP 4

Map 4 depicts the residential location of undergraduate Business Administration students:

- * As compared to undergraduate Allied Health Sciences students, few students live near the Central City. The majority of students live in South and East DeKalb County and in Marietta/Smyrna area.
- * Fewer students in undergraduate Business Administration resided in the black residential area in Southwest Atlanta.
- * Ninety percent of the Business Administration undergraduates live in the eight county metro area. This group represents 16 percent of the total student body.

MAP 4

LOCATION OF UNDERGRADUATE BUSINESS ADMINISTRATION STUDENTS

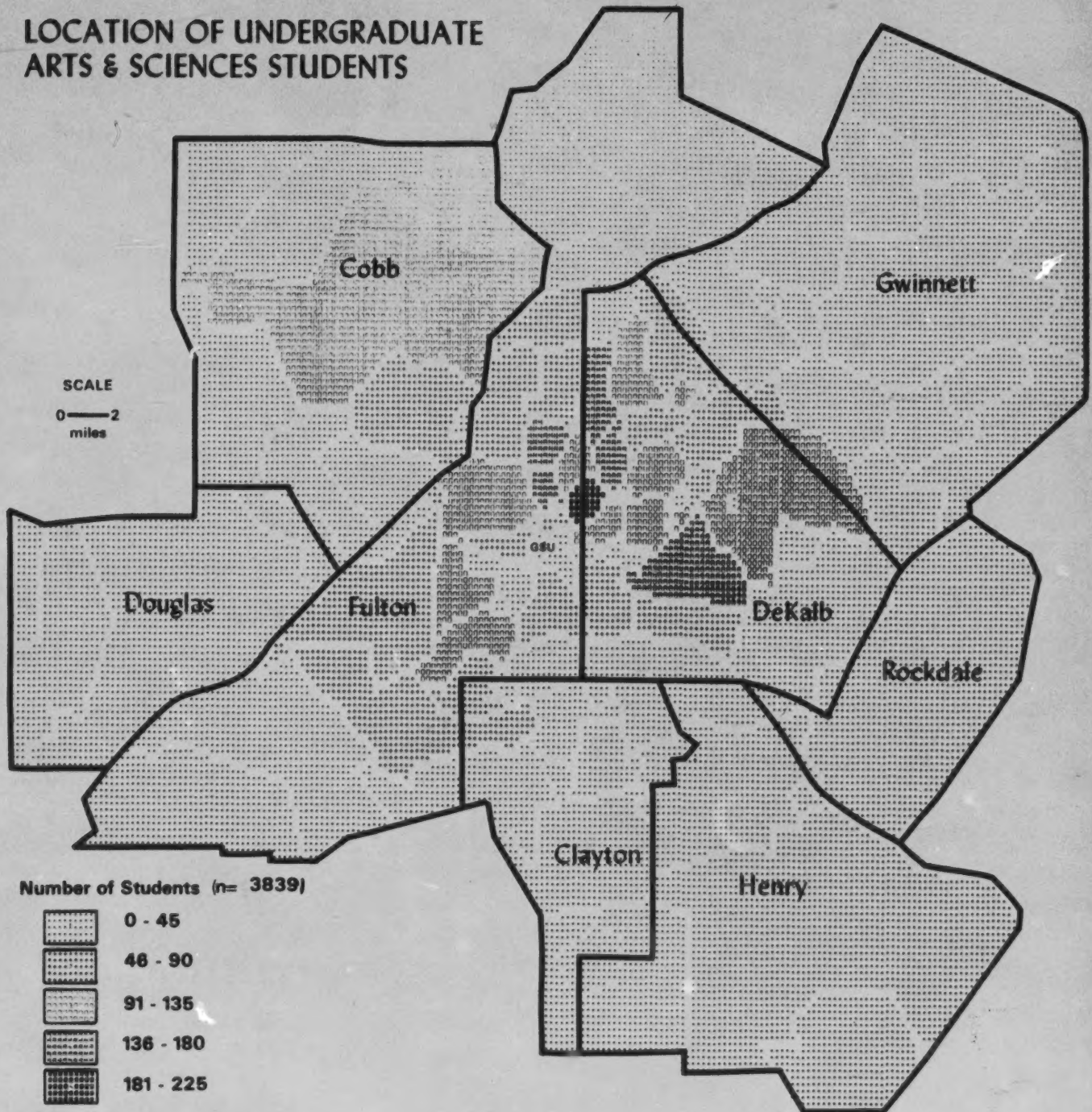


MAP 5

Map 5 presents the residential location of undergraduate Arts and Sciences students.

- * The undergraduate Arts and Sciences students tend to concentrate around the central area in Atlanta with some high density zip code areas in parts of DeKalb County.
- * Very few of these students live in North and South Fulton County; Douglas, Gwinnett, Rockdale, Henry, and Clayton Counties.
- * Ninety-two percent of the Arts and Sciences undergraduate students live in the Atlanta metro area. This group represents 21 percent of the total student population.

LOCATION OF UNDERGRADUATE ARTS & SCIENCES STUDENTS



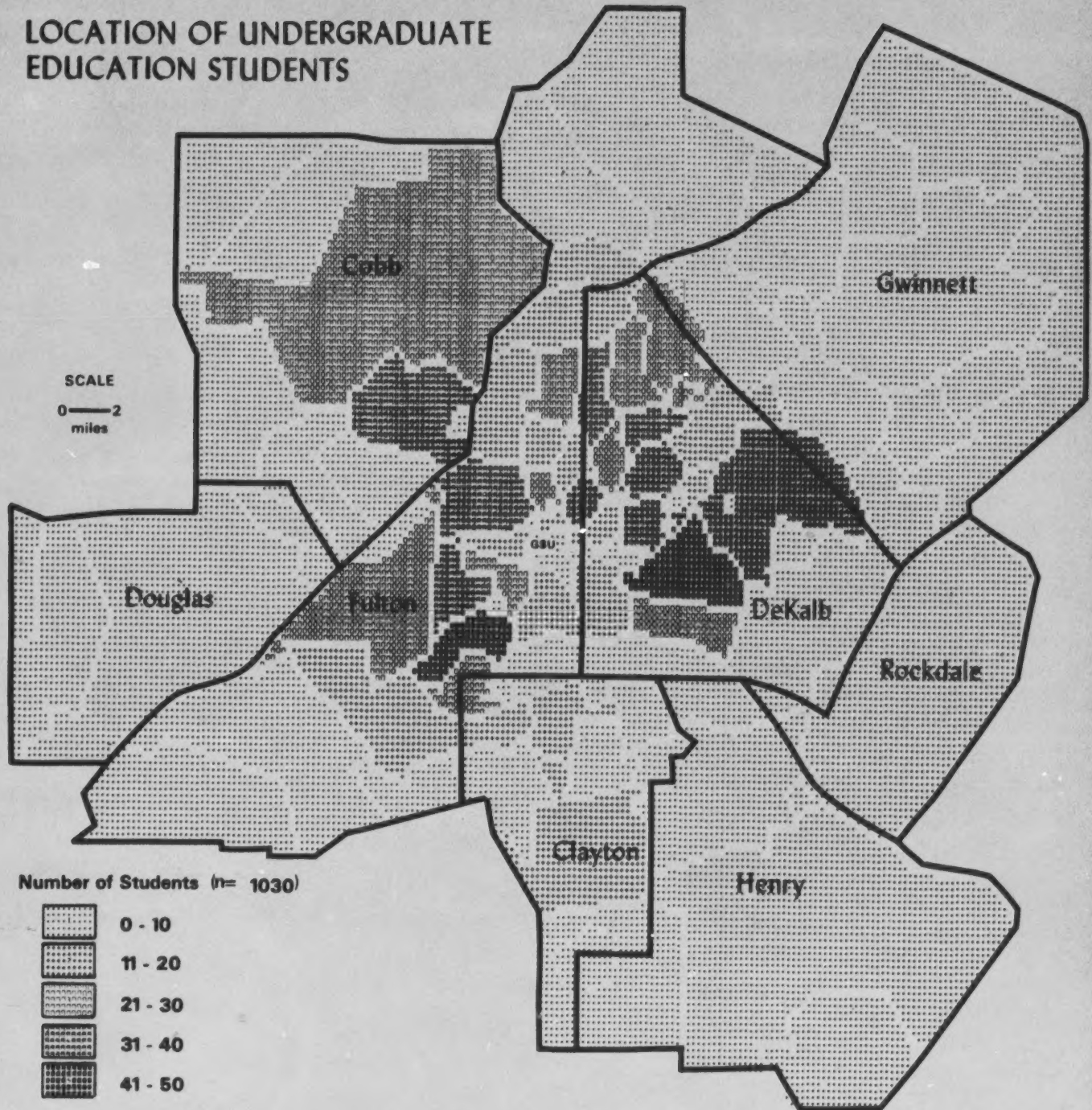
MAP 6

Map 6 presents the residential location of undergraduate Education majors.

- * Fulton, DeKalb, and Cobb Counties all have heavy concentrations of Education students.
- * The distribution of Education undergraduates is different than the other undergraduate schools in that there appears to be a rather concentrated number of students throughout the central portion of the metropolitan region.
- * Ninety percent of the undergraduate Education majors live in the eight county metropolitan area. This group represents six percent of the total student body.

MAP 6

LOCATION OF UNDERGRADUATE EDUCATION STUDENTS



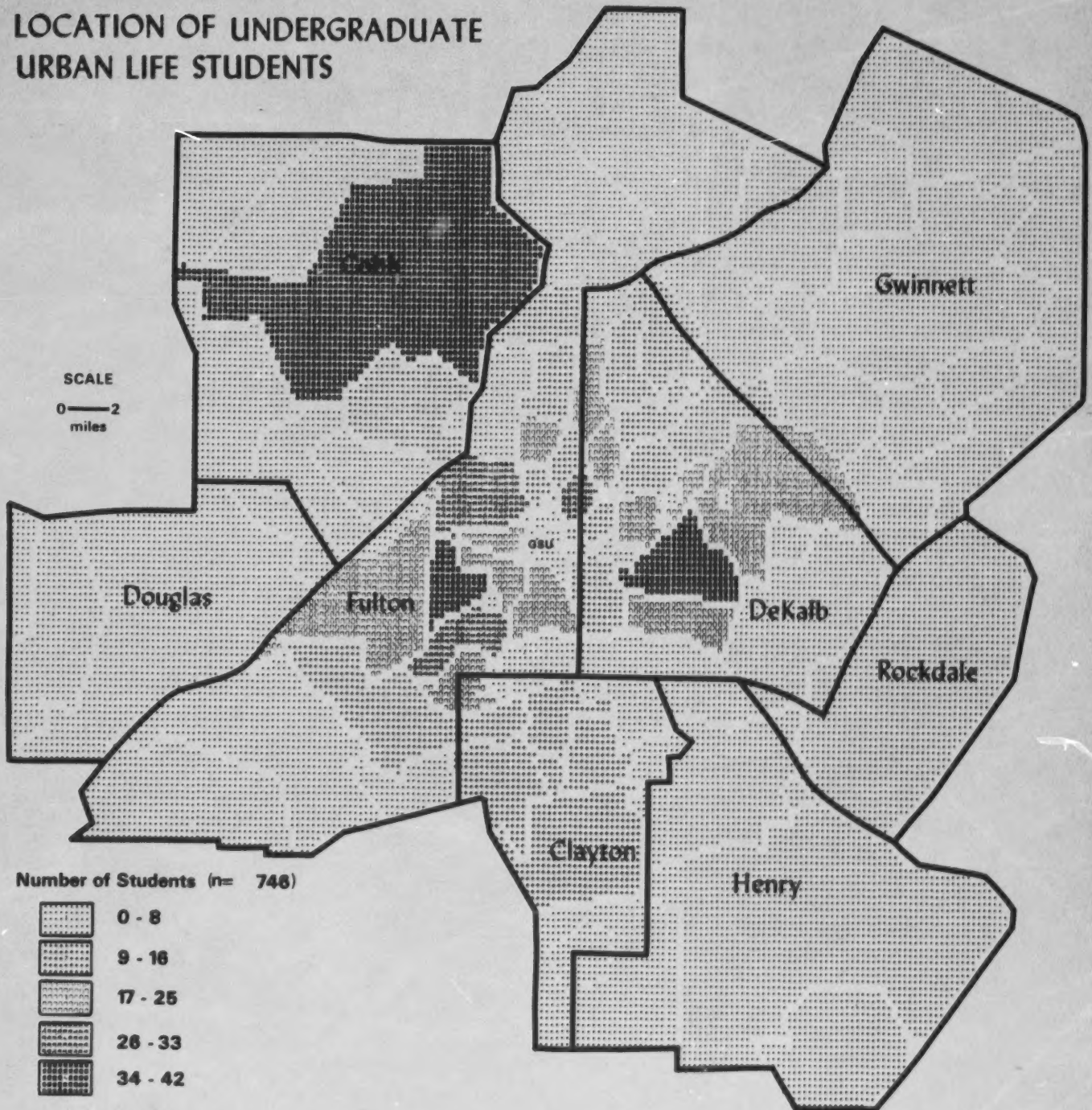
MAP 7

Map 7 presents the location of Urban Life undergraduates.

- * The largest number of Urban Life undergraduates lives near the City of Marietta with the next largest group living just east of the City of Atlanta in the area near the intersection of Interstate 285 and Interstate 20.
- * There is a concentration of undergraduate Urban Life students in Southwest Atlanta, and there is a small concentration of students located in Clayton County (this county, when the data is compared to other Schools, has contributed few students).
- * Ninety percent of the Urban Life undergraduate students live in the Atlanta metropolitan area, and this group represents four percent of the total student body.

MAP 7

LOCATION OF UNDERGRADUATE URBAN LIFE STUDENTS

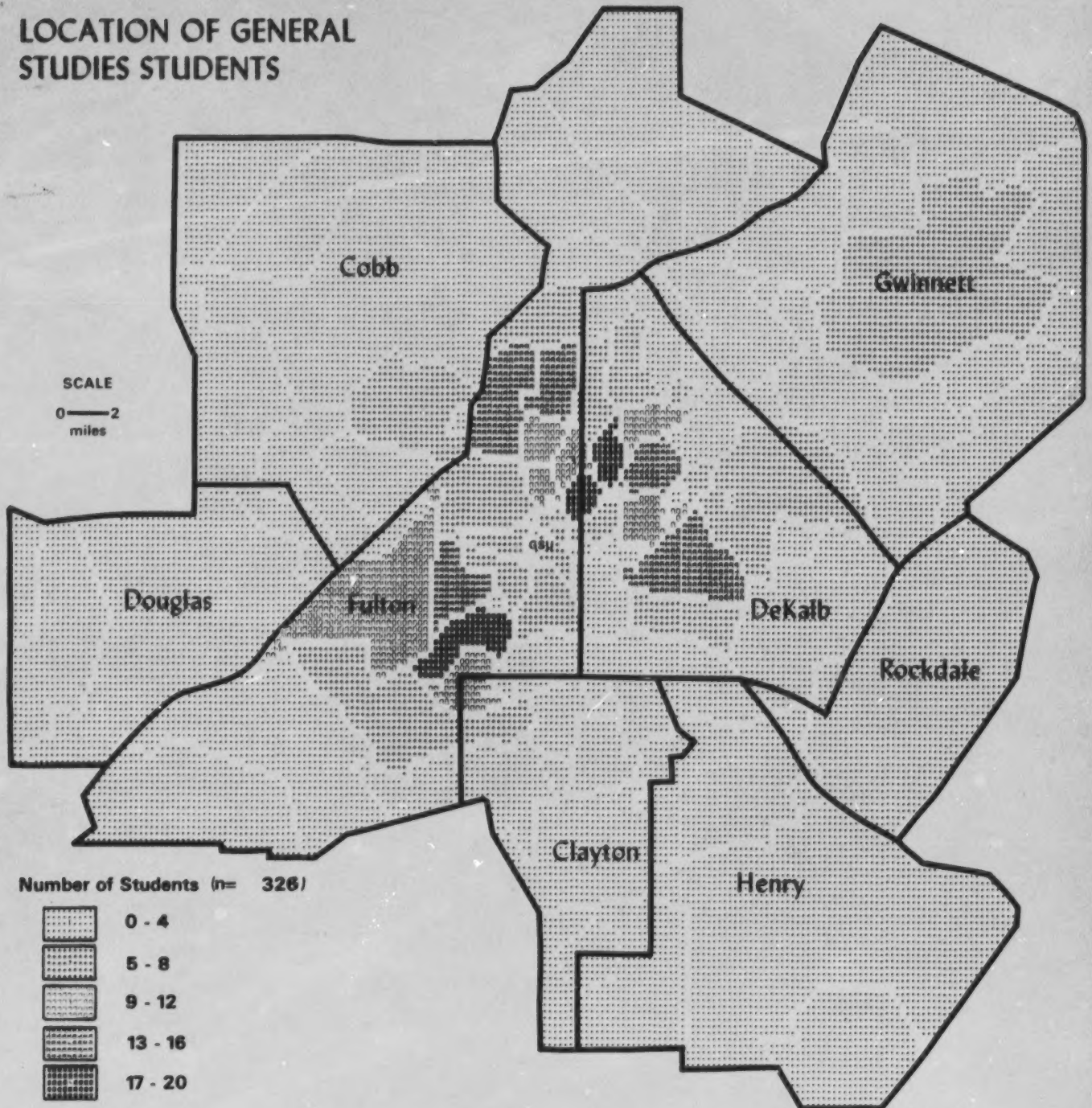


MAP 8

Map 8 presents the residential location of General Studies students.

- * The majority of General Studies students are located in Southwest Atlanta and in those parts of DeKalb County adjacent to the City of Atlanta.
- * The General Studies students tend to be more centralized to the downtown area. In fact, there are few major concentrations of these students outside the perimeter highway.
- * Ninety-three percent of the General Studies students live in the eight county metro area. This group represents two percent of the total student body.

LOCATION OF GENERAL STUDIES STUDENTS



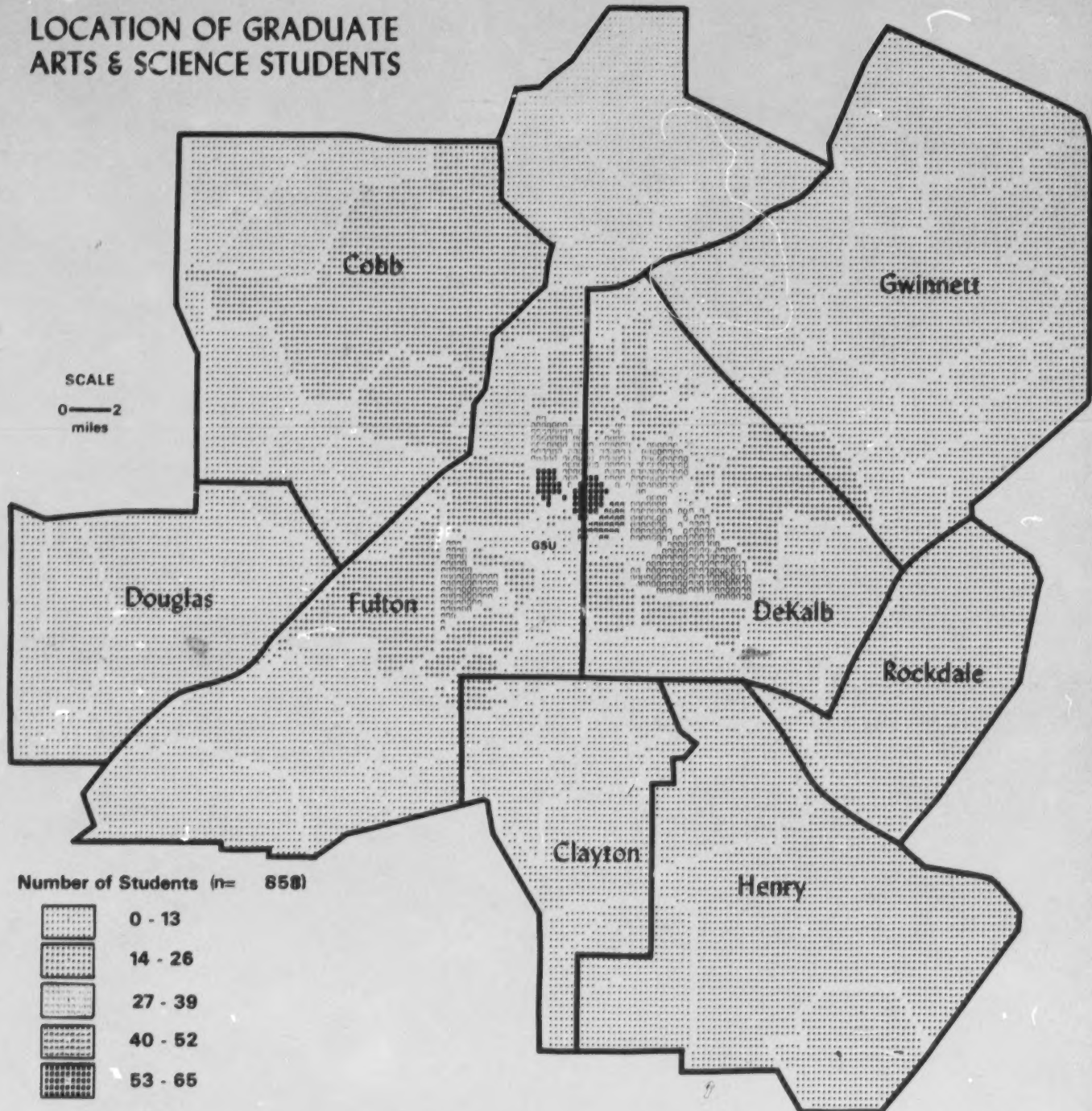
MAP 9

Map 9 illustrates the location of graduate Arts and Sciences students.

- * The graduate students in Arts and Sciences, similar to the undergraduate students, tend to live near the City; predominantly in Northeast and East Atlanta, and in West DeKalb County.
- * The major portion of students live within the perimeter highway.
- * The highest concentration of graduate Arts and Sciences students is located in the zip code area around Piedmont and Ansley Park (in Atlanta).
- * Eighty-nine percent of the graduate Arts and Sciences students live within the eight county metropolitan area. This group represents five percent of the total student body.

MAP 9

LOCATION OF GRADUATE ARTS & SCIENCE STUDENTS



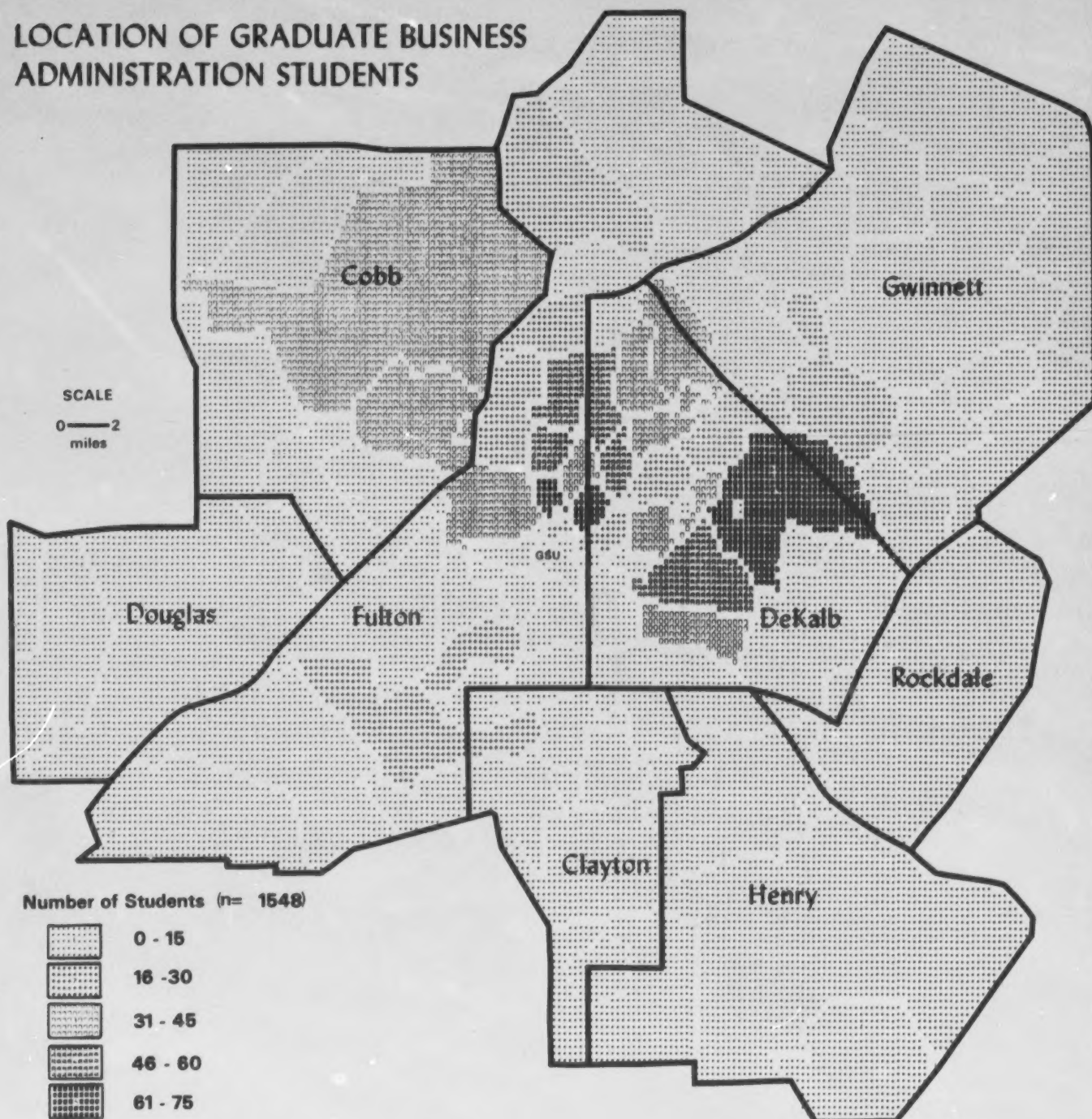
MAP 10

Map 10 depicts the location of graduate Business Administration students.

- * The spatial distribution of students in graduate Business Administration is more widely dispersed throughout the metro region than graduate Arts and Sciences students.
- * The heaviest concentrations are in South and West DeKalb County, and in Central Fulton County (in particular the north part of the City of Atlanta). There is also a relatively heavy concentration in Cobb County.
- * Eighty-seven percent of the Business Administration graduates live in the eight county metropolitan area. This group represents nine percent of the total student body.

MAP 10

LOCATION OF GRADUATE BUSINESS ADMINISTRATION STUDENTS

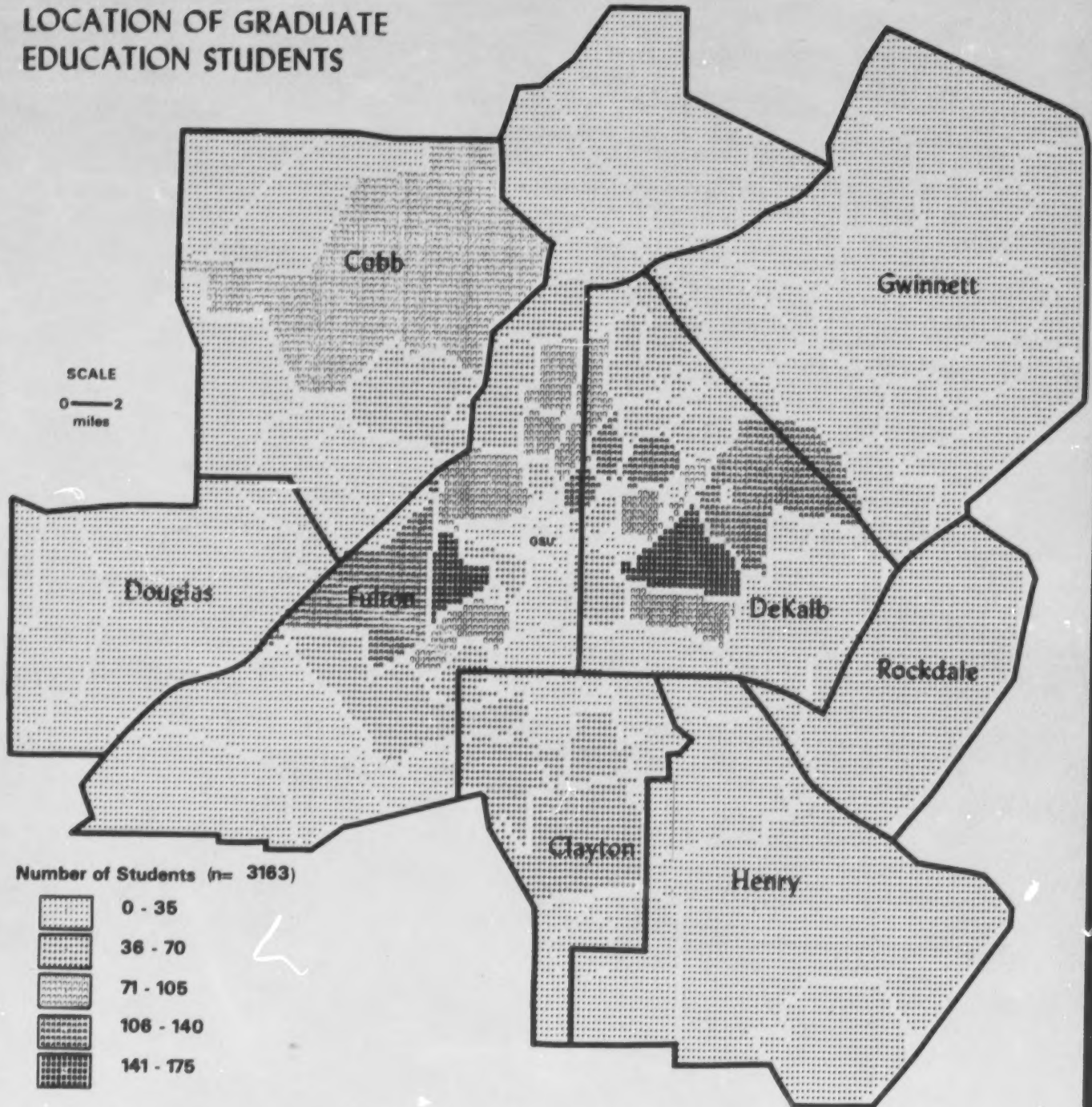


MAP 11

This map portrays the location of graduate Education students.

- * The graduate students in Education are the most widely distributed of all student groups. There are very heavy concentrations of these students in Fulton and DeKalb County with lighter concentrations in Cobb and Clayton Counties.
- * An important function of Georgia State's School of Education is the service it provides to teachers in the metro area who are working toward advanced degrees in Education. The Education majors who attend Georgia State come from almost every zip code designation in the Atlanta metro region. Through the extended course programs, AATES and METRO, teachers in the eight county Atlanta region can attend classes at various high schools and junior colleges. Therefore, the students do not have to come downtown for all their classes which allows the School of Education to reach more students.
- * Seventy-nine percent of the graduate Education students live in the eight county area. This is the lowest percentage of any student group because, as was mentioned earlier, these students are widely dispersed, and many students live outside the metropolitan region. The graduate Education students represent 17 percent of the total student body.

LOCATION OF GRADUATE EDUCATION STUDENTS



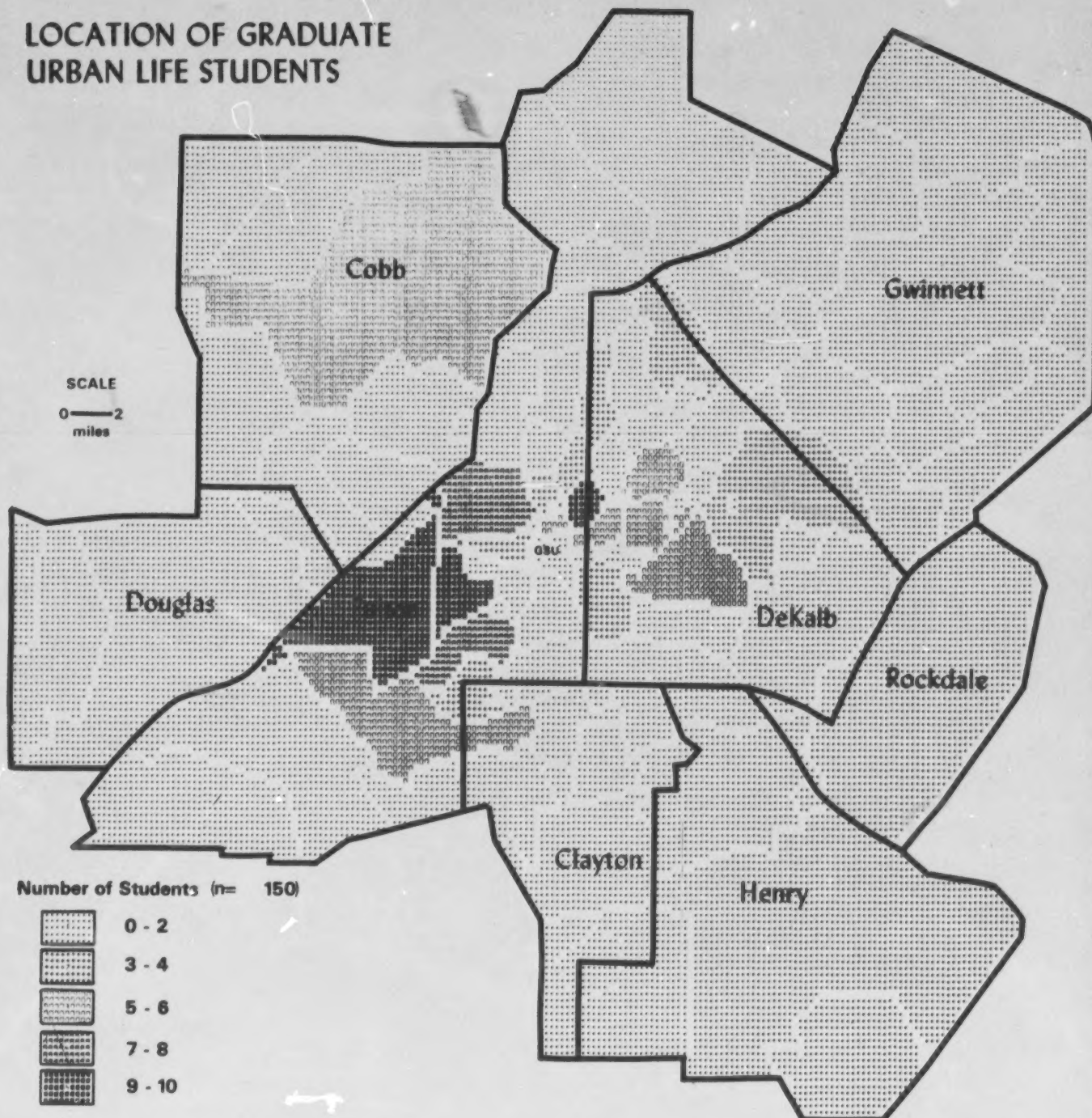
MAP 12

Map 12 depicts the location of graduate Urban Life students.

- * The majority of Urban Life students live in South Fulton County (in particular Southwest Atlanta). There are small concentrations of students in West DeKalb County and in Cobb County.

- * Eighty-seven percent of these students live within the metropolitan Atlanta area, and this group represents one percent of the total student body.

LOCATION OF GRADUATE URBAN LIFE STUDENTS

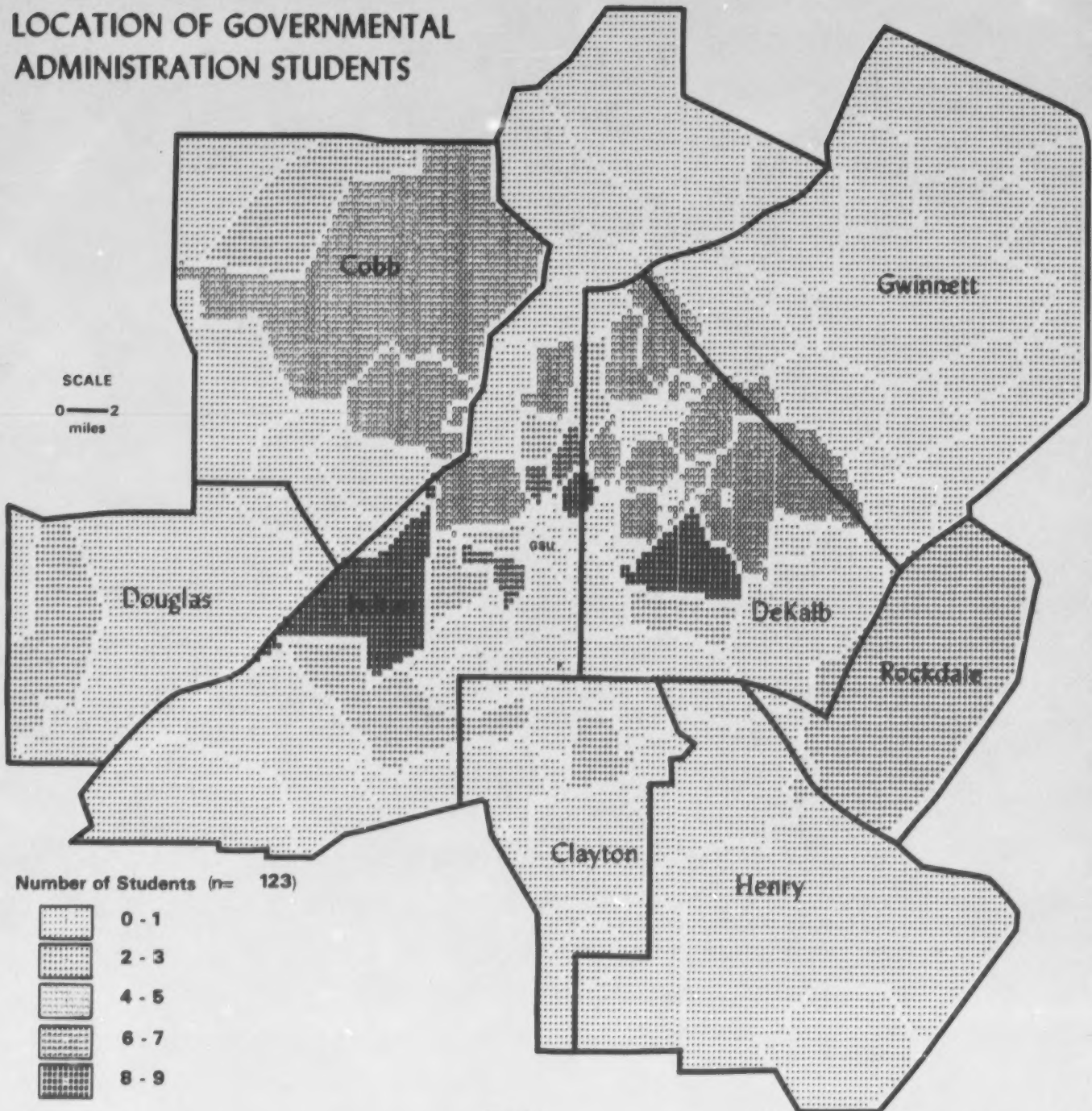


MAP 13

This map presents the location of Governmental Administration students.

- * These students are concentrated in South DeKalb and South and Central Fulton County. There are light concentrations in Cobb County and Northeast DeKalb County.
- * Ninety-two percent of the Governmental Administration students live within the Atlanta metropolitan region, and this group represents one percent of the total student body.

LOCATION OF GOVERNMENTAL ADMINISTRATION STUDENTS

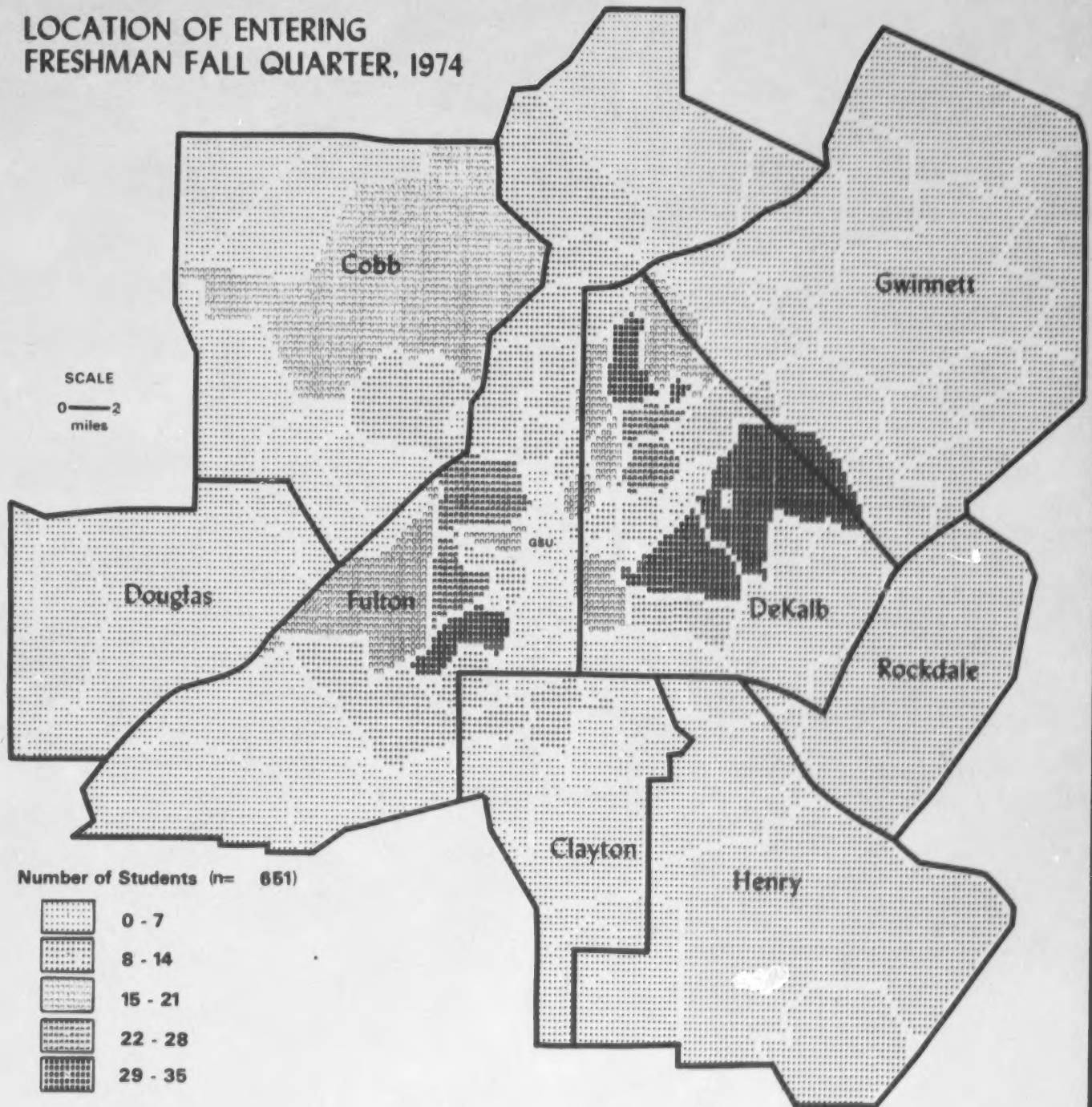


MAP 14

Map 14 presents the location of entering freshmen fall quarter, 1974.

- * The location of entering freshmen is rather widely dispersed; however, there are three areas of concentration: South and East DeKalb, North DeKalb, and West and South Fulton County.
- * Very few of the entering freshmen live in Cobb, Gwinnett, Rockdale, Henry, Clayton, or Douglas Counties. The low distribution in these Counties (except Cobb) is representative of the residential pattern of the general student population, i.e., very few of the Georgia State students live in metropolitan counties other than Fulton, DeKalb, and Cobb.
- * It is interesting to note that there are small concentrations of students in North Fulton where few GSU students tend to reside.
- * Eighty-six percent of the entering freshmen live in the eight county metro area, and this group represented four percent of the total student body.

LOCATION OF ENTERING FRESHMAN FALL QUARTER, 1974



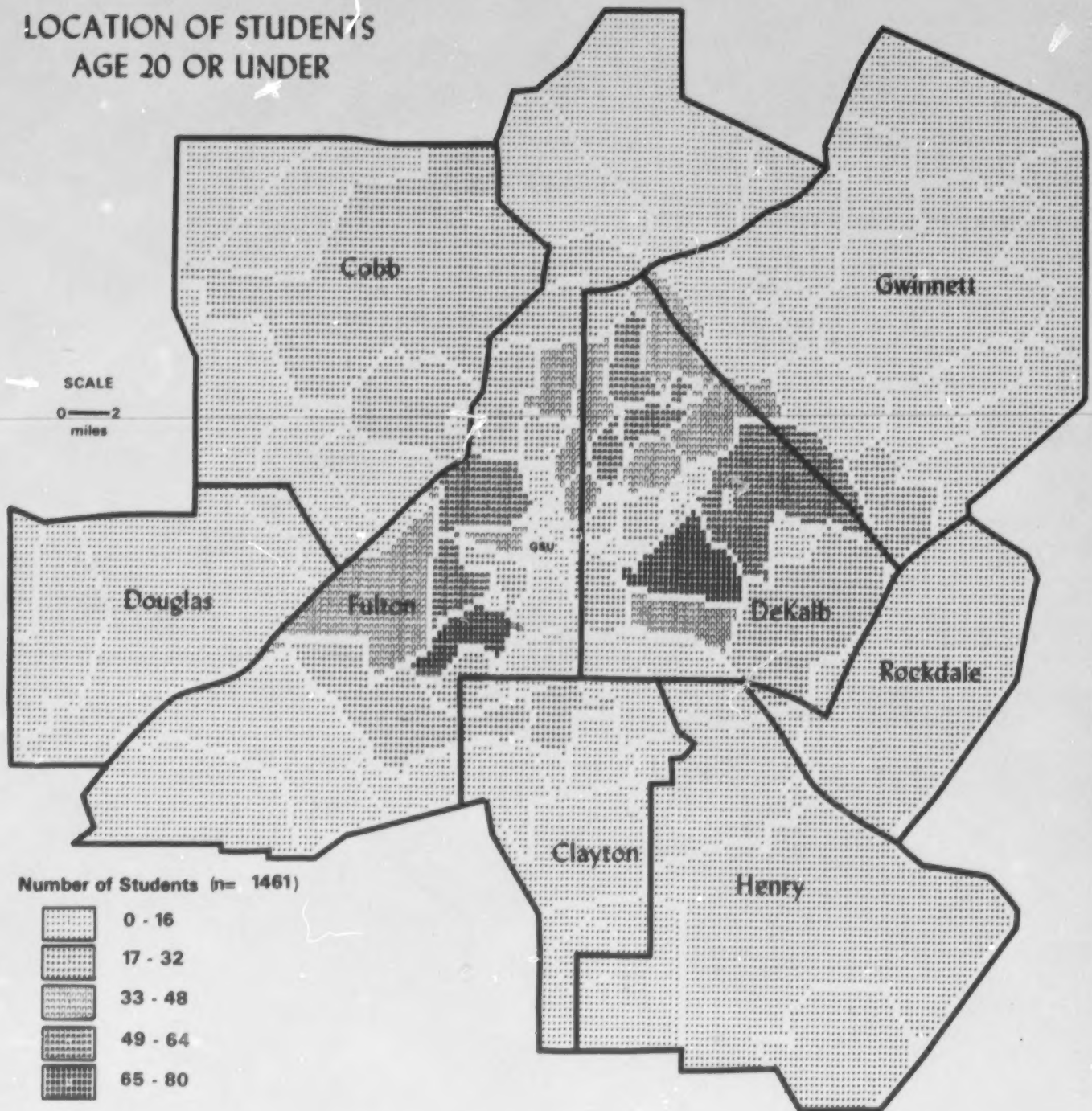
The Location of Students by Age

MAP 15

This map portrays the location of students under 20 years of age.

- * There are two large concentrations of students under age 20. There is a concentrated area in South Central Fulton County and in Southeast DeKalb County.
- * A large number of these students live in the north part of DeKalb County near the Interstate 85 highway.
- * Few of the students under age 20 tend to live in Cobb County.
- * Eighty-eight percent of the students under age 20 live within the Atlanta metro area. This group represents nine percent of the total student body.

LOCATION OF STUDENTS AGE 20 OR UNDER

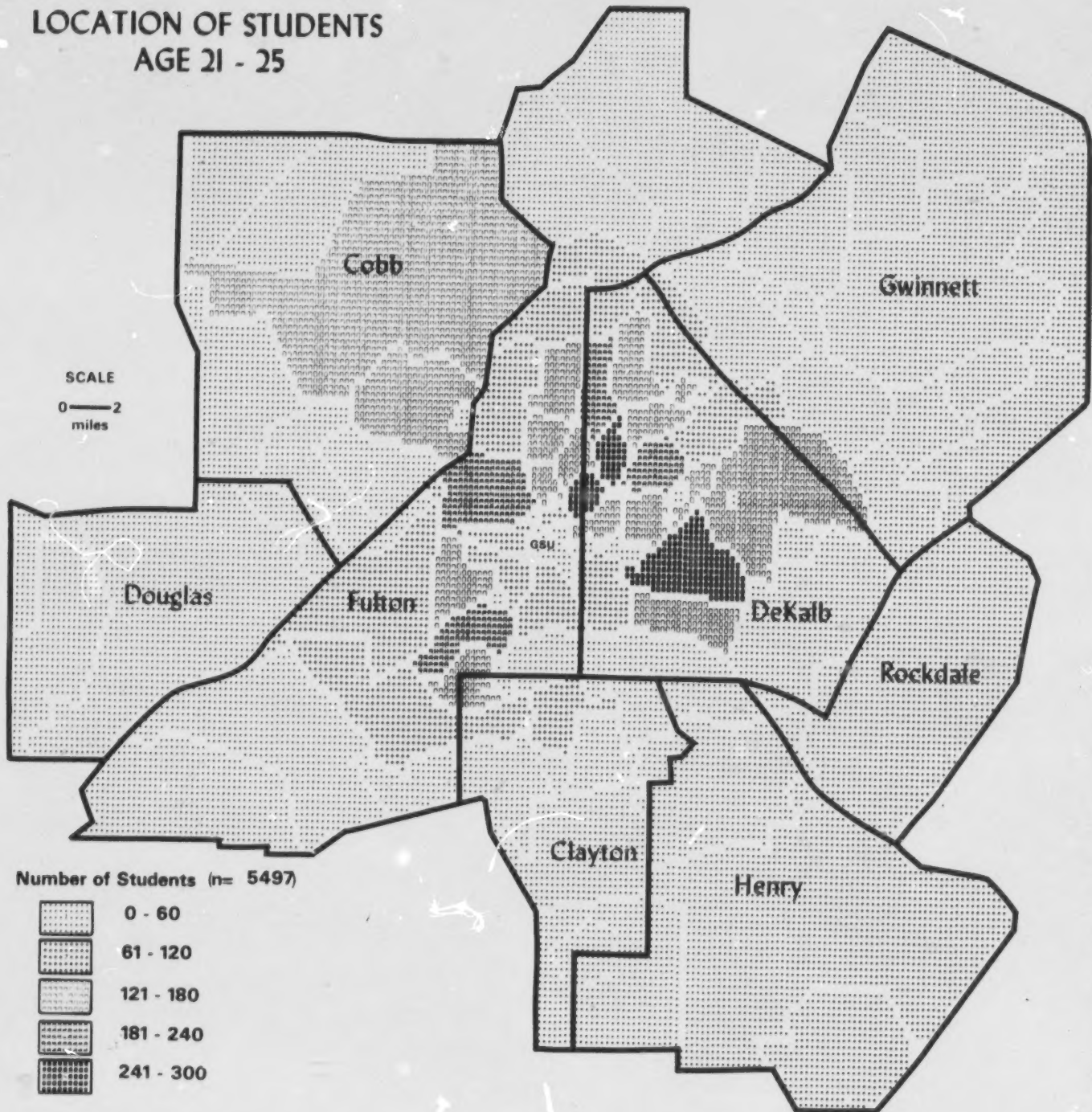


MAP 16

This map illustrates the location of students age 21-25.

- * The majority of students age 21 to 25 live in DeKalb County. There are also smaller concentrations of students in Fulton County (in particular West and South Atlanta).
- * There are fewer students in the age group 21 to 25 living in North DeKalb County as compared to students in the age group under 20. Also, there are no major concentrations of these students in South Central Fulton County.
- * The largest number of students at Georgia State fell into the age group 21 to 25. Eighty-nine percent of these students live in the Atlanta metropolitan area. This age group represents 33 percent of the total student body.

LOCATION OF STUDENTS AGE 21 - 25



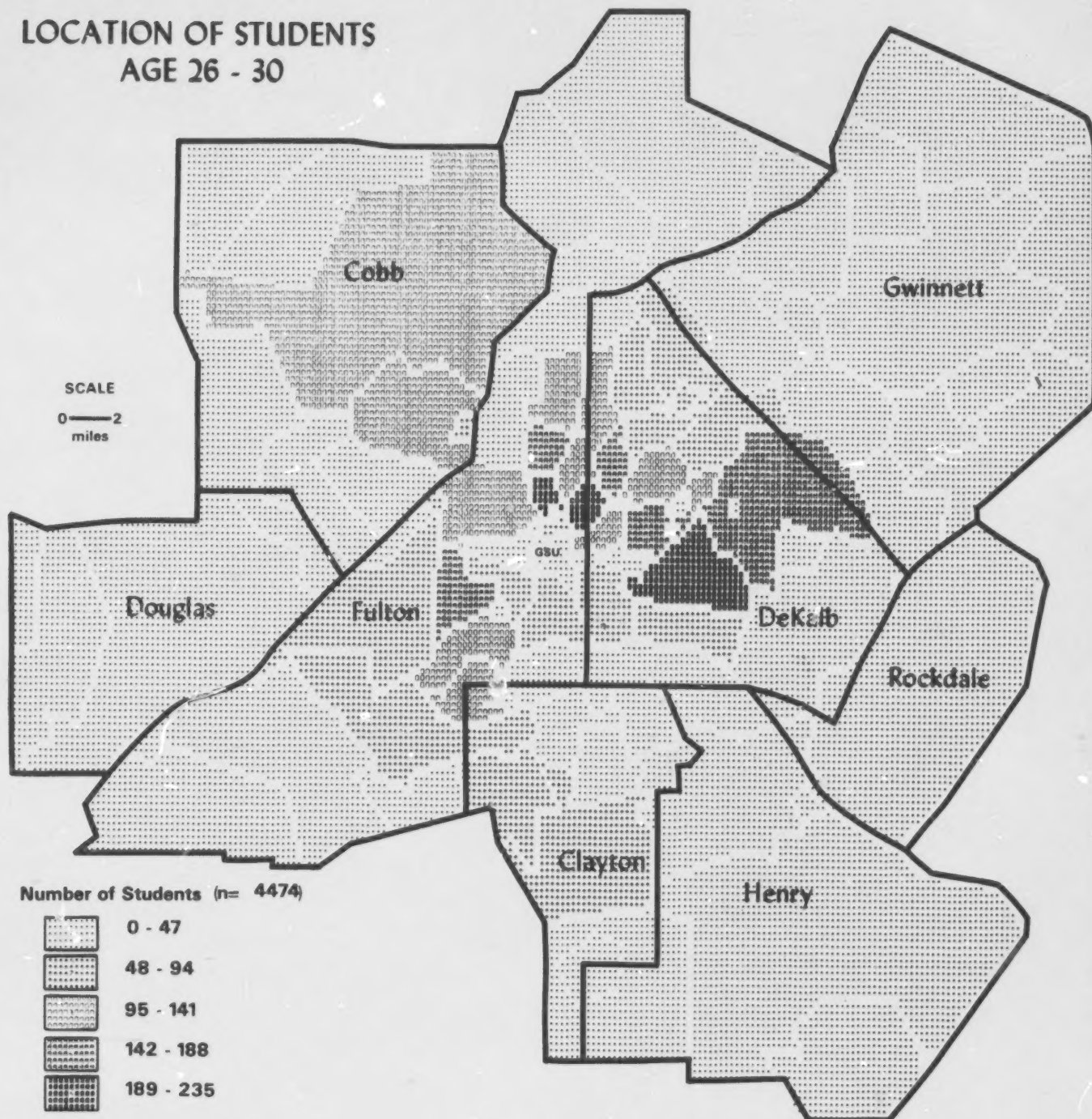
MAP 17

Map 17 presents the location of students age 26 - 30.

- * Students in age group 26 to 30 tend to live in Central Fulton and DeKalb County. There are two specific areas where a large number of students in this age group live: (1) in the downtown or central Atlanta area (near GSU) and (2) South Central DeKalb County.
- * The geographical location of this age group is unusual because a significant number of students are centralized near Atlanta's downtown area. In this respect, this distribution is similar to that of age groups 46 to 50 and those over 50 years of age. There are a few small groups of students in Cobb and Clayton Counties.
- * Eighty-nine percent of the students in the age group 26 to 30 live in the eight county metropolitan area. This group represents 27 percent of the total student body.

MAP 17

LOCATION OF STUDENTS AGE 26 - 30

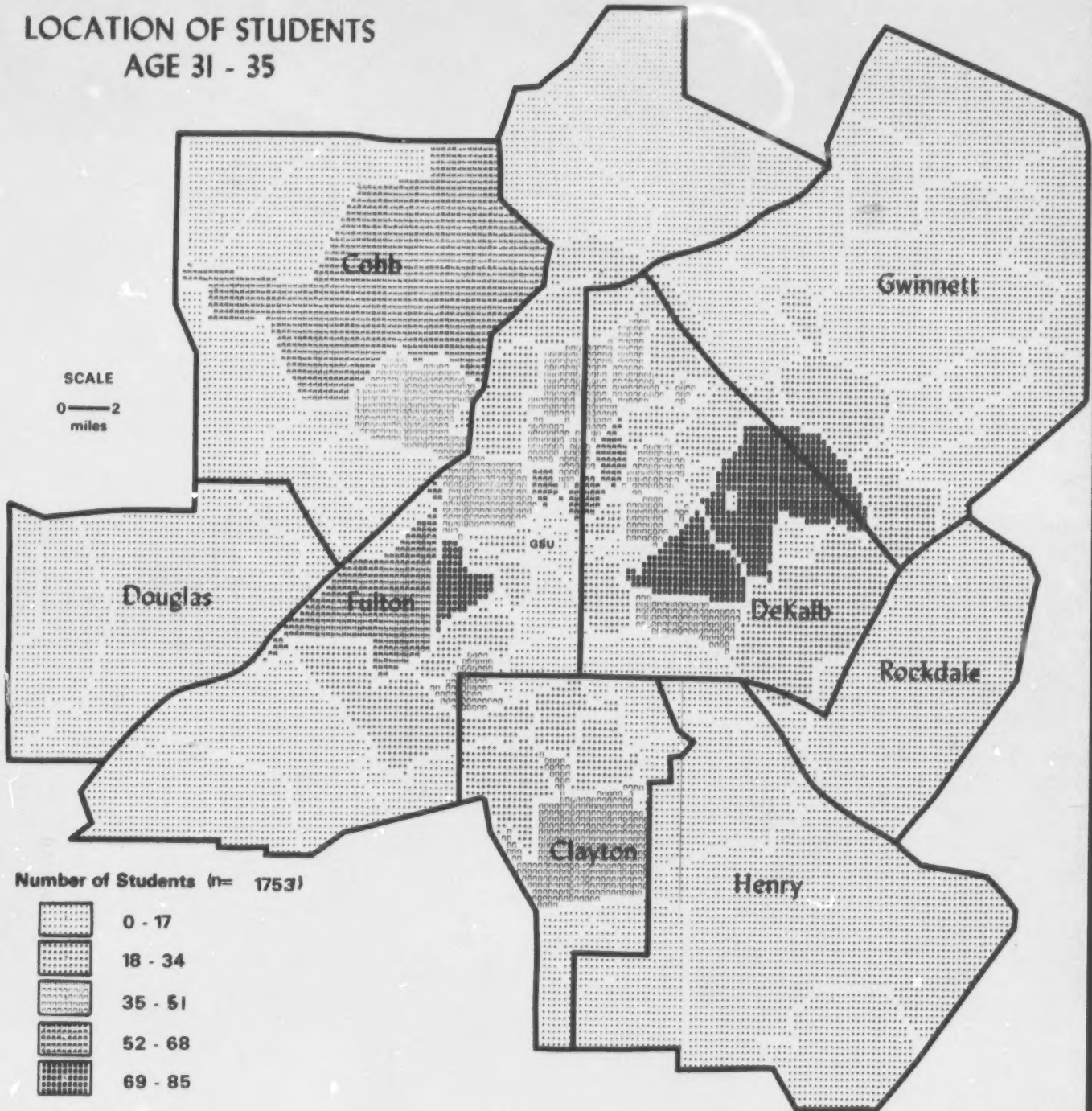


MAP 18

This map illustrates the location of students age 31-35.

- * The largest number of students in age group 31 to 35 tends to live in South Central and East DeKalb County and in South Central Fulton County (in particular the Southwest portion of the City of Atlanta).
- * There is a relatively large number of students in this age group living in Cobb County (especially in the Marietta area).
- * There are small concentrations of these students in South Gwinnett, Central Fulton, and in Clayton counties.
- * Eighty-seven percent of the students in this age group live in the Atlanta metropolitan area. This group represents 10 percent of the total student body.

LOCATION OF STUDENTS AGE 31 - 35

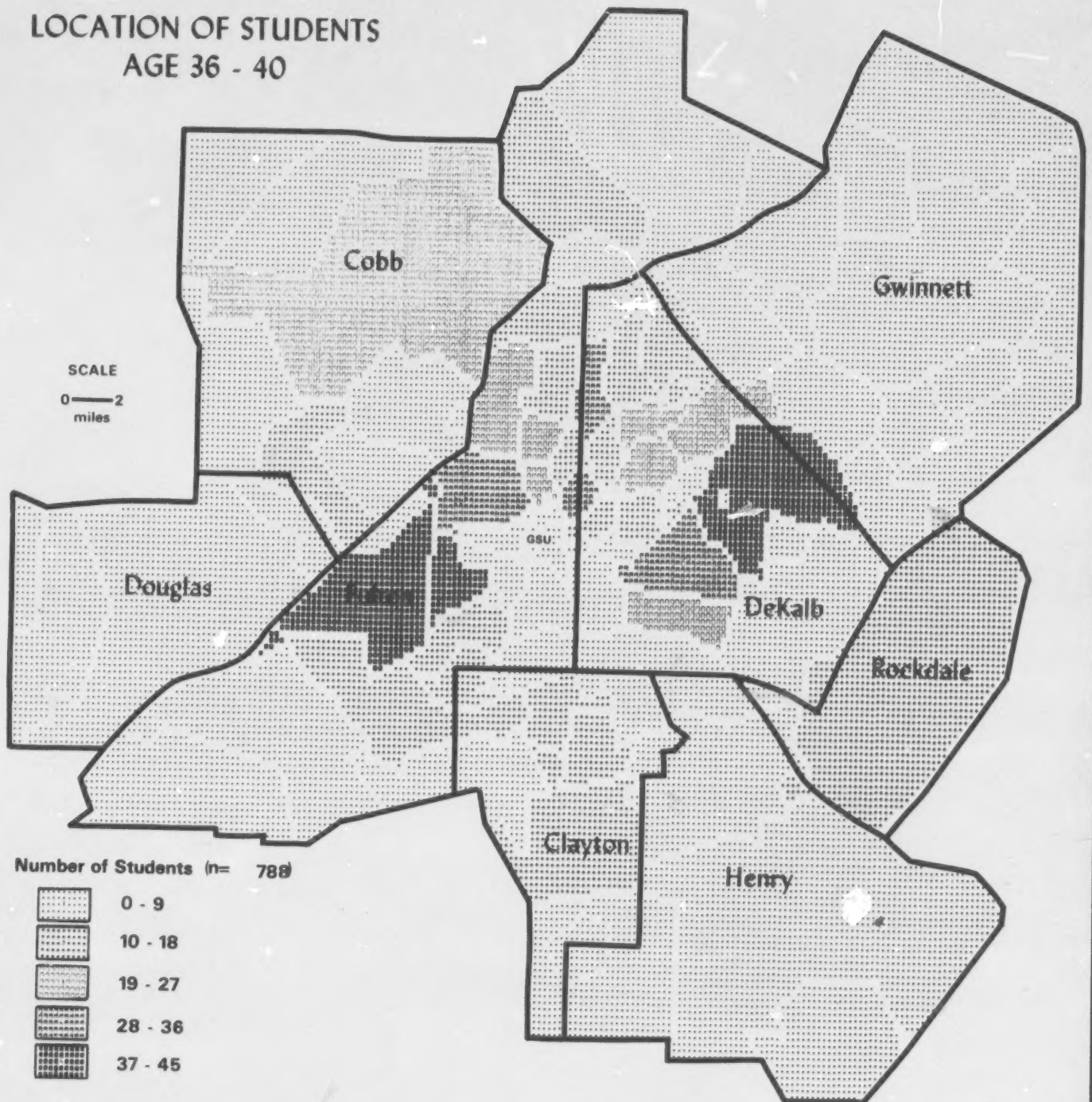


MAP 19

This map depicts the location of students age 36 to 40.

- * Students in this age group appear to live farther away from Atlanta's central area. A large accumulation of students in the age range 36 to 40 live in East Central DeKalb and South Central Fulton Counties.
- * There are smaller concentrations scattered throughout Central Fulton and North DeKalb Counties.
- * A small concentration of these students live in Rockdale County. This is an interesting point since very few GSU students reside in this particular county.
- * Eighty-four percent of the students in this age group live within the eight county metro region. These students represent five percent of the total student body.

LOCATION OF STUDENTS AGE 36 - 40

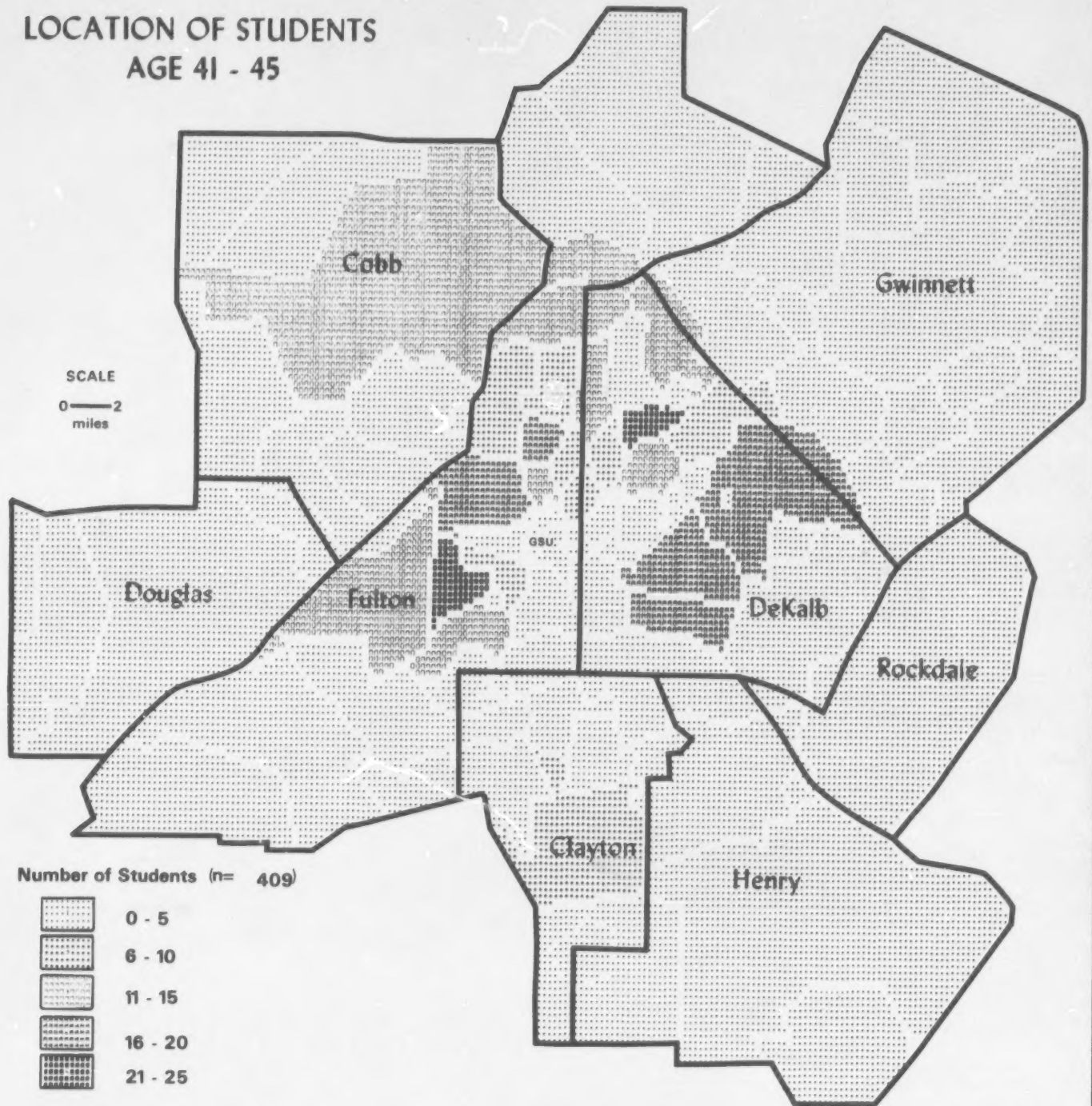


MAP 20

Map 20 presents the location of students age 41 - 45.

- * The students in the age range 41 to 45 tend to live near the perimeter highway (Interstate 285) in North Central DeKalb and South Fulton Counties.
- * The next largest concentration of students lives in a large area encompassing most of South Central DeKalb County.
- * Smaller groups of students in this age group live just outside the perimeter highway in DeKalb, Fulton, and Cobb Counties.
- * Eighty-three percent of the students in the age group 41 to 45 live in the metropolitan area. These students represent two percent of the total student body.

LOCATION OF STUDENTS AGE 41 - 45



MAP 21

Map 21 illustrates the location of students age 46 - 50.

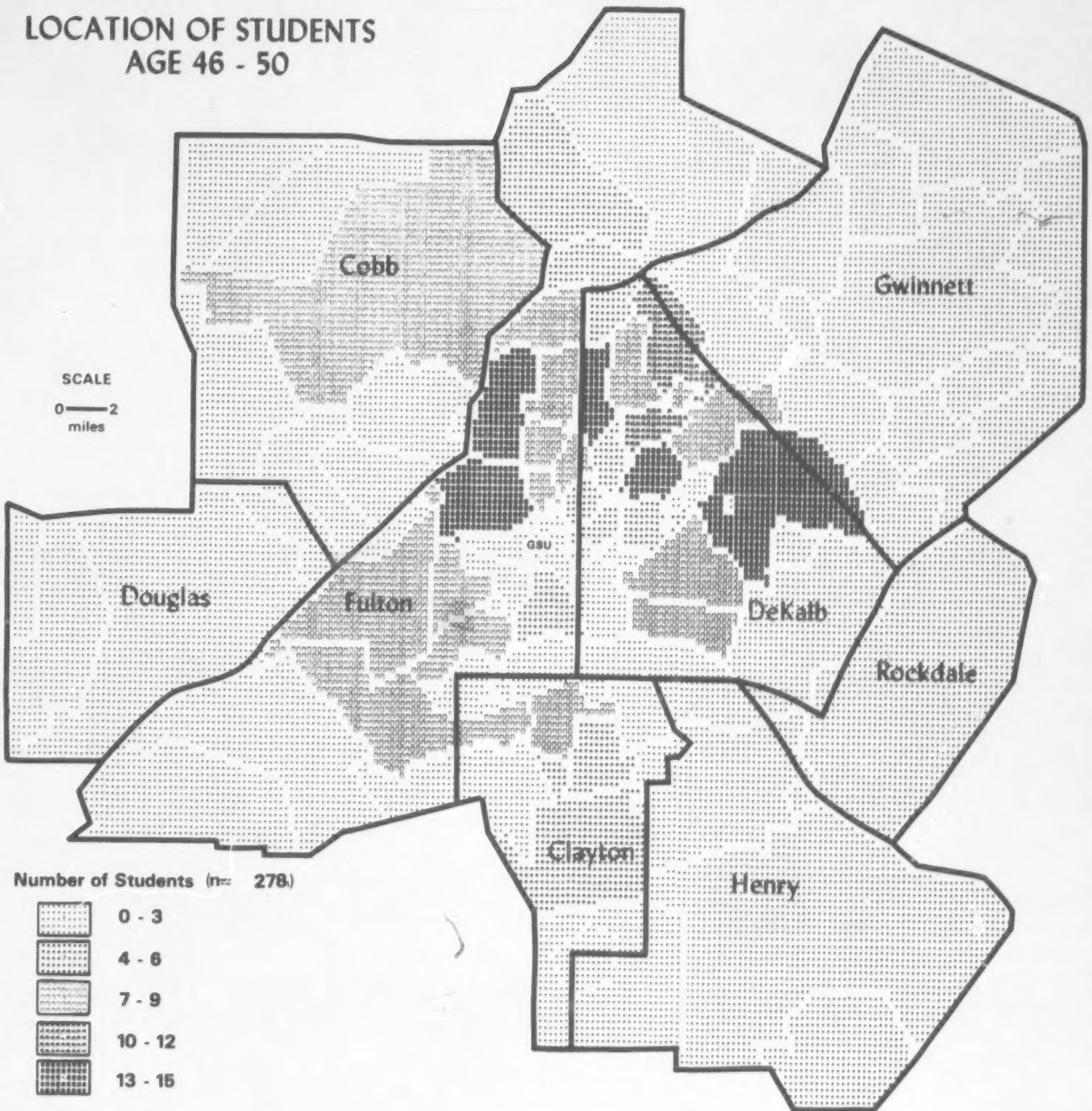
- * When compared to the students in the age range 41 to 45, the majority of students who are in the age group 46 to 50 appear to live within the perimeter highway in the metropolitan area (predominantly in North and West Atlanta). There is a concentration of students living in East DeKalb County.
- * The next largest concentration of students lives in North DeKalb County with smaller groups of students living just outside the perimeter highway in Fulton, DeKalb, and Cobb Counties.
- * Eighty-three percent of the students in this age range live in the eight county Atlanta metro area. This group represents two percent of the total student body.

MAP 21

LOCATION OF STUDENTS AGE 46 - 50

SCALE

0 — 2
miles



Number of Students (n= 278)

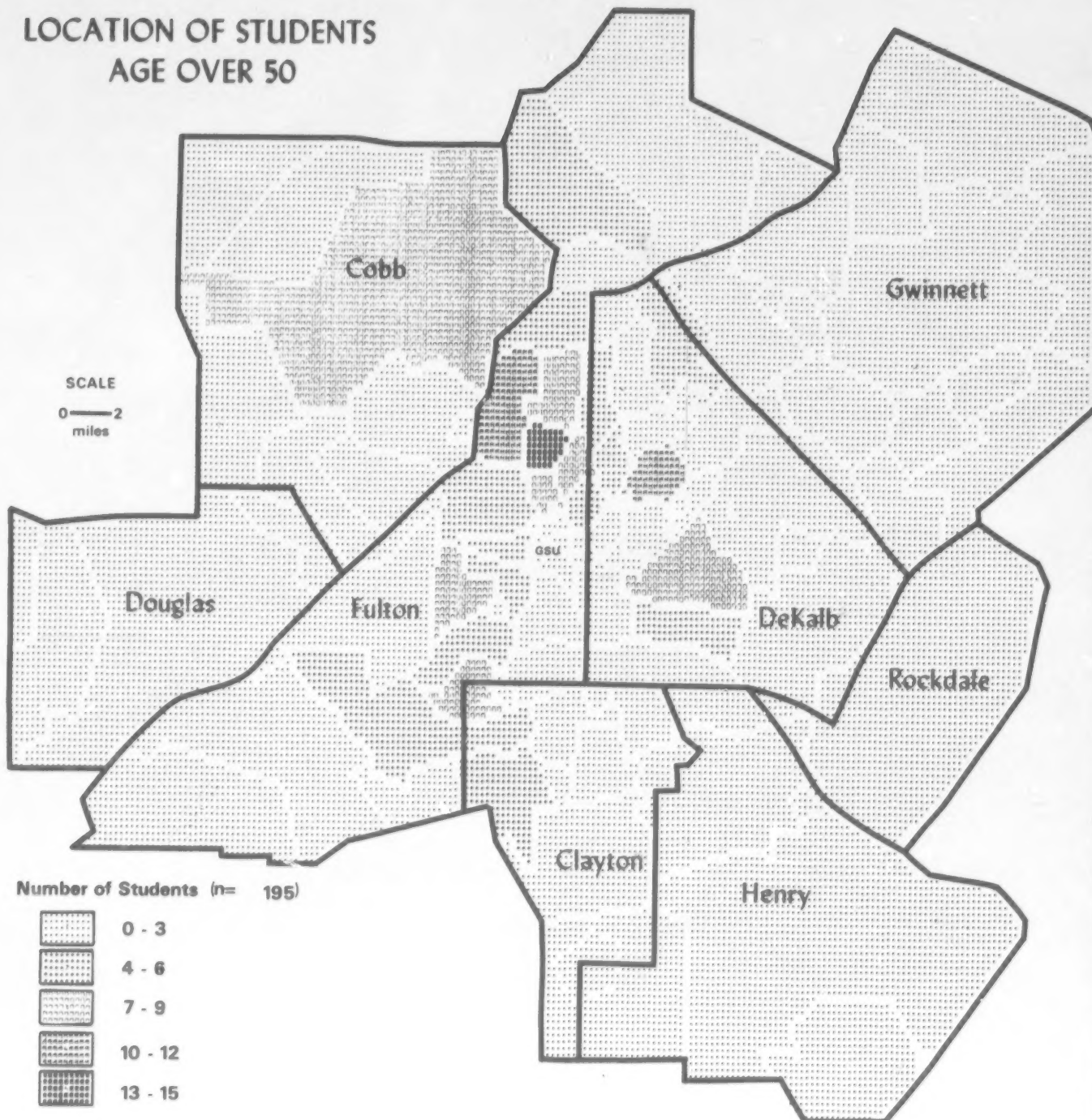
	0 - 3
	4 - 6
	7 - 9
	10 - 12
	13 - 15

MAP 22

This map presents the location of students over 50 years of age.

- * Very few students in this age group live outside Atlanta's perimeter highway. However, there is a small concentration of students living in part of Cobb County.
- * The largest concentration of students lives just north of the junction of the Interstate Highways I-85 and I-75 in Central Fulton County.
- * Eighty-three percent of the students in this age group live in the Atlanta metro area. These students represent approximately one percent of the total student body.

LOCATION OF STUDENTS AGE OVER 50



An Analysis of the Location of the
"Last College Attended" by GSU Students

Georgia State's student population is composed predominantly (over 50 percent) of individuals who are in a transfer status. This institution draws its students from various colleges and universities across the nation as well as from throughout this State.

Map 23 and Map 24 illustrate that GSU is becoming more widely known in various regions throughout the country. Map 24 supports the author's contention that GSU has an impact on the educational services provided in this state.

Some of the highlights of this section of the study are:

- * The largest number of GSU graduate and undergraduate students who attended out-of-state colleges came from colleges in Kentucky, Tennessee, Mississippi, Alabama, and Florida.
- * Besides the East South Central region, Georgia State draws its graduate students rather heavily from the East North Central and South Atlantic states.
- * The East South Central and South Atlantic regions are the source regions for the largest number of undergraduate students to GSU.
- * Three major feeder colleges in Georgia, for all GSU students, outside the metropolitan Atlanta area are: (1) the University of Georgia, (2) West Georgia College, and (3) Georgia Southern College.
- * Georgia State has received students from every four-year college in the University System and half of the two-year institutions.

For the reader's information, the States contained in each region are provided in Table 4.

TABLE 4
STATE DESIGNATIONS FOR STUDY REGIONS

PACIFIC (3 States)

California
Oregon
Washington

MOUNTAIN (8 States)

Arizona
Colorado
Idaho
Montana
New Mexico
Nevada
Utah
Wyoming

WEST NORTH CENTRAL (7 States)

Iowa
Kansas
Minnesota
Missouri
Nebraska
North Dakota
South Dakota

WEST SOUTH CENTRAL (4 States)

Arkansas
Louisiana
Oklahoma
Texas

EAST NORTH CENTRAL (5 States)

Illinois
Indiana
Michigan
Ohio
Wisconsin

EAST SOUTH CENTRAL (5 States)

Alabama
Florida
Kentucky
Mississippi
Tennessee

SOUTH ATLANTIC (4 States)

North Carolina
South Carolina
Virginia
West Virginia

MIDDLE ATLANTIC (5 States)

Delaware
Maryland
New Jersey
New York
Pennsylvania

NEW ENGLAND (6 States)

Connecticut
Massachusetts
Maine
New Hampshire
Rhode Island
Vermont

Transfer Students

MAP 23

This map illustrates the location of the last college attended by GSU graduate students. Some of the highlights of this map are:

- * The largest number of graduate students last attended colleges in the East South Central States which include Kentucky, Tennessee, Mississippi, Alabama, and Florida.
- * Georgia State draws graduate students rather heavily from the East North Central and South Atlantic States. However, fewer students tend to come from the New England States and the States in the far west.

TABLE 5

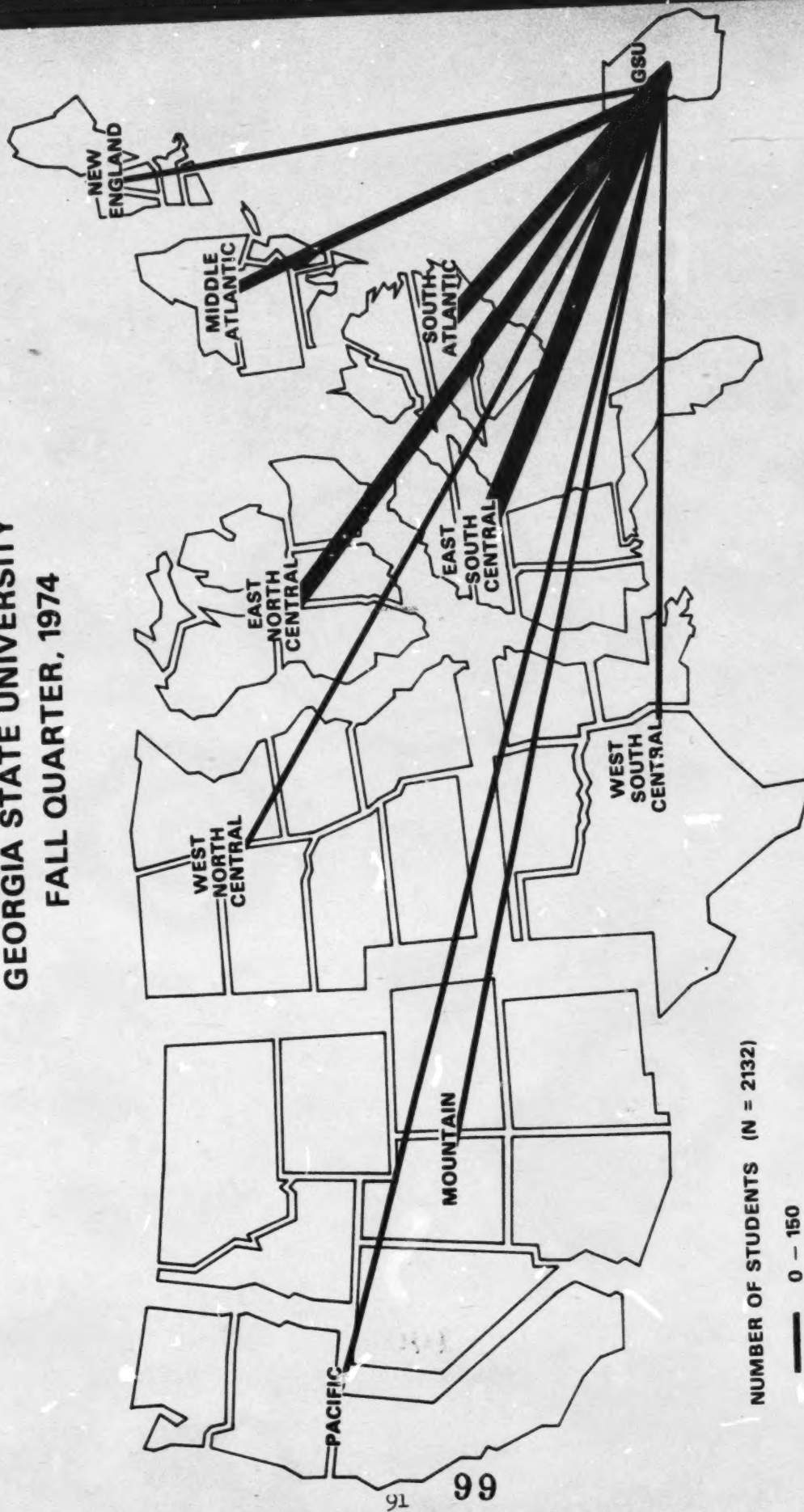
Regional Location of the Last College Attended
by GSU Graduate Students

<u>Region</u>	<u>No. of Students</u>	<u>Percent of Total</u>
Pacific	56	3
Mountain	38	2
West North Central	97	4
West South Central	111	5
East North Central	332	15
East South Central	765	36
South Atlantic	353	17
Middle Atlantic	293	14
New England	87	4
TOTAL	2,132	100

SOURCE: Percent computed by the author. The data was provided by the Office of the Registrar.

MAP 23

REGIONAL LOCATION OF THE LAST COLLEGE
 ATTENDED BY GRADUATE STUDENTS
 GEORGIA STATE UNIVERSITY
 FALL QUARTER, 1974



NUMBER OF STUDENTS (N = 2132)

0 - 150

151 - 300

301 - 450

OVER 450

MAP 24

This map illustrates the location of the last college attended by GSU undergraduate students. Some of the highlights are:

- * The distribution on this map is very similar to the distribution portrayed in the location of graduate students. The East South Central region remains the most important region as far as a feeder area for Georgia State. The South Atlantic States provide the second largest number of undergraduate students to GSU.

TABLE 6

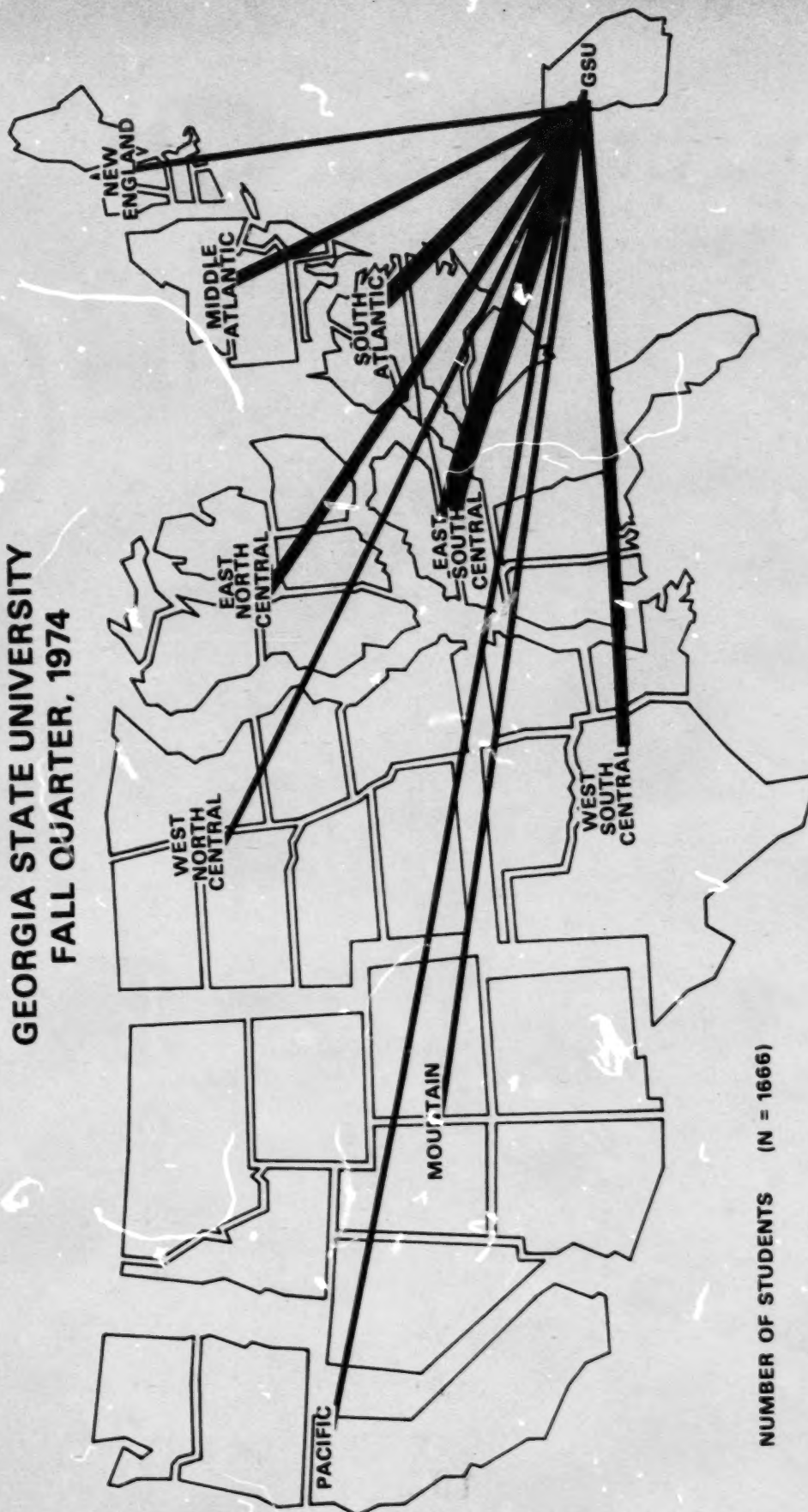
Regional Location of the Last College Attended
by GSU Undergraduate Students

<u>Region</u>	<u>No. of Students</u>	<u>Percent of Total</u>
Pacific	62	4
Mountain	26	2
West North Central	96	6
West South Central	137	8
East North Central	198	12
East South Central	661	39
South Atlantic	274	16
Middle Atlantic	160	10
New England	52	3
TOTAL	1,666	100

SOURCE: Percent computed by the author. The data was obtained from the Office of the Registrar.

MAP 24

REGIONAL LOCATION OF THE LAST COLLEGE
ATTENDED BY UNDERGRADUATE STUDENTS
GEORGIA STATE UNIVERSITY
FALL QUARTER, 1974



NUMBER OF STUDENTS (N = 1666)

0 - 100

101 - 200

201 - 300

OVER 300

MAP 25

This map depicts the last Georgia college (within the University System) attended by GSU students (graduates and undergraduates). It is important to note that some colleges such as the Atlanta Junior College and Emmanuel Junior College have been built only recently and therefore Georgia State has not received any students from these institutions. The highlights of this map are:

- * Initially, it can be discerned that most of the students who transfer from within the state come from colleges in the North Georgia area and in particular the general Atlanta region.
- * Three major feeder colleges outside the metropolitan area are: (1) the University of Georgia, (2) West Georgia College, and (3) Georgia Southern.
- * Georgia State has received students from every four-year college in the University System and half of the two-year institutions.

TABLE 7

University System Units Which
GSU Students Last Attended

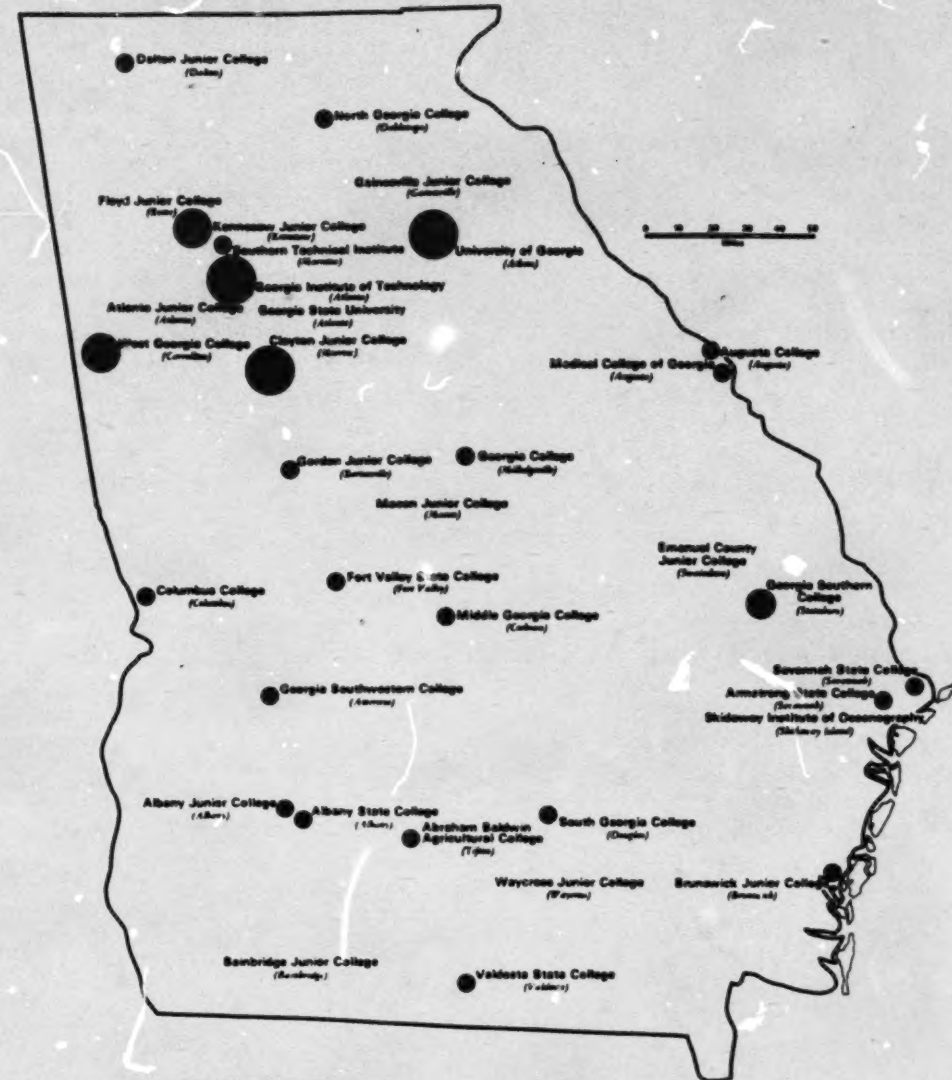
<u>University System Units</u>	<u>Total No. of Students</u>	<u>Percent of Total</u>
Georgia Institute of Technology	306	10
Southern Technical Institute	22	1
Georgia State University	-	-
Medical College of Georgia	3	*
University of Georgia	878	29
Albany State College	65	2
Armstrong State College	40	1
Augusta College	29	1
Columbus College	71	2
Fort Valley College	46	2
Georgia College	74	2
Georgia Southern College	134	4
Georgia Southwestern College	40	1
North Georgia College	66	2
Savannah State College	41	1
Valdosta State College	64	2
West Georgia College	279	9
Abraham Baldwin Agricultural College	18	*
Albany Junior College	42	1
Atlanta Junior College	-	-
Bainbridge Junior College	-	-
Brunswick Junior College	16	1
Clayton Junior College	414	14
Dalton Junior College	14	*
Emmanuel County Junior College	-	-
Floyd Junior College	-	-
Gainesville Junior College	-	-
Gordon Junior College	22	1
Kennesaw Junior College	250	8
Macon Junior College	-	-
Middle Georgia College	45	2
South Georgia College	11	*
TOTAL	2990	100

*Indicates less than one percent.

Source: Percent was computed by the author. The data was provided by the Office of the Registrar.

MAP 25

LOCATION OF LAST COLLEGE ATTENDED BY GSU STUDENTS (WITHIN THE UNIVERSITY SYSTEM OF GEORGIA) FALL QUARTER, 1974



Georgia State University Department of Geography, Cartography Laboratory, 1974

NUMBER OF STUDENTS (N = 2990)

- 0 - 100
- 101 - 200
- 201 - 300
- OVER 300

103

Implications of Demographic Planning

Georgia State is composed of a varied group of individuals with diverse interests who have found that this institution has provided them with a means of continuing their education while allowing them to work. Because of the diversity of the student population, there is a definite need to know more about the demographic characteristics of the students. Student demographic information is necessary in order to plan for various academic and social services which GSU can furnish its students. Havighurst (1968) discusses the need for planning in relation to education in a metropolitan region. He states,

In a time of social change there is a premium on planning for the future. Innovation is necessary, and planned innovation gives better results than haphazard innovation. The planning that is needed depends, of course, on the particular social system (Ibid.: 229-230).

This University is a part of the "social system" in the Atlanta metropolitan area. As mentioned earlier in this study, this institution serves a vital function in Atlanta which cannot be duplicated by other metro colleges. As Atlanta grows in population and in economic status, Georgia State may have to alter the types of services it provides to the residents in this area. This idea is similar to the ideas expressed by Havighurst in his discussion of population growth and the total services which are provided in metropolitan areas. Two specific aspects he discussed can be related to Georgia State's urban situation. First, he indicates that as a city's population grows, certain fundamental changes will occur and these should be recognized, i.e., increased population in metropolitan areas requires that services be expanded to compensate for the growth; and secondly, changes in the number of people in different occupations will have an effect on the types of services provided. This is an important issue for higher education because shifts in occupation status can affect the interest of students at a college or university. A shift in occupational emphasis could result in a new direction for student services, both academic and social, at an institution.

A glance at the population growth of the Atlanta area (Table 8) through the year 2000 reflects the vast changes which this region will experience in the next 25 years. The Atlanta Regional Commission report,

TABLE 8

Population and Households - Atlanta Region
1960-2000

	1960	1970	1980	1990	2000
TOTAL POPULATION	1,044,321	1,436,975	1,991,342	2,687,213	3,478,450
In Group Quarters	23,844	25,354*	29,800	35,400	41,600
In Households	1,020,477	1,409,263	1,961,542	2,651,813	3,436,850
Households	298,518	442,813	670,625	927,689	1,214,717
Families	260,329	364,670	538,075	732,093	946,389
Primary Individuals	38,189	78,143	132,550	195,596	268,328
Average Household Size	3.42	3.18	2.92	2.86	2.83

*Numbers do not add to total population because of Census error.
Source: U.S. Bureau of the Census and Atlanta Regional Commission.

This chart was taken from the Atlanta Regional Commission's pamphlet, An Economic Base Study of the Atlanta Region (1975:27).

An Economic Base Study of the Atlanta Region, indicates that by the year 2000, the Atlanta area may contain more than 50 percent of Georgia's population (1975:28). Another important point about Atlanta's population growth which is pertinent to Georgia State's urban position is contained in a statement about changes in Atlanta's age composition.

The Atlanta Region, like most areas which have experienced above average economic growth, is expected to maintain a relatively young population compared with the nation. In 2000, the median age will be 30.3 while the median age for the nation will be 34.0 (Ibid.).

Table 9 illustrates the difference in the distribution of the age composition in Atlanta from 1970 to 2000.

TABLE 9

Population by Five-Year Age Groups — Region
1970 and 2000

AGE GROUPS	1970 NUMBER OF PERSONS		2000 NUMBER OF PERSONS		CHANGE 1970 TO 2000	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
0- 4	67,893	65,460	149,607	142,585	81,714	77,125
5- 9	74,743	72,278	142,314	135,966	67,571	63,688
10-14	74,197	72,152	138,465	132,857	64,268	60,705
15-19	64,138	64,720	134,968	132,877	70,830	68,157
20-24	58,332	72,820	141,386	154,284	83,054	81,464
25-29	60,123	62,784	156,405	159,739	96,282	96,955
30-34	49,269	49,582	138,426	136,376	89,157	86,794
35-39	44,515	45,083	143,217	142,020	98,702	96,937
40-44	42,929	44,925	139,156	142,603	96,227	97,678
45-49	40,438	42,492	116,811	119,728	76,373	77,236
50-54	33,669	35,902	93,697	97,621	60,028	61,719
55-59	27,311	30,710	63,388	68,794	36,077	38,084
60-64	20,896	25,996	44,730	52,668	23,834	26,672
65-69	14,335	21,203	35,230	48,253	20,895	27,050
70-74	9,457	15,546	25,331	37,281	15,874	21,735
75 and Over	10,895	22,182	42,498	69,170	31,603	46,988
Total	693,140	743,835	1,705,629	1,772,822		

Source: U.S. Bureau of the Census and Atlanta Regional Commission.

The chart was taken from the Atlanta Regional Commission's pamphlet, An Economic Base Study of the Atlanta Region (1975:24).

Atlanta's economic situation is reflected in the employment status of its citizens. Table 10 shows the change in emphasis of this region's employment base from 1970 to 2000.

TABLE 10

CIVILIAN NON-FARM WAGE AND SALARY EMPLOYMENT
ATLANTA REGION 1970-2000

Industry	Atlanta Region (000's)			
	1970	1980	1990	2000
Manufacturing	123.8	152.9	214.7	291.9
Government	95.8	129.0	174.9	230.6
Services	94.3	143.8	205.3	284.0
Retail Trade	103.4	148.0	198.5	257.3
Wholesale Trade	66.3	93.9	128.6	170.1
T.C.U.*	59.4	82.1	109.2	142.6
F.I.R.E.**	45.0	64.3	90.1	122.8
Construction	32.6	45.1	60.9	79.5
Mining	.8	.8	.9	1.0
TOTAL	621.4	859.9	1183.1	1579.8

* Transportation, Communications and Utilities

** Finance, Insurance and Real Estate

This chart was taken from the Atlanta Regional Commission's pamphlet, An Economic Base Study of the Atlanta Region (1975:10).

It can be discerned from Table 10 that there currently is a shift in employment emphasis from manufacturing to other industry groups. "By industry group, services, finance/insurance/real estate and wholesale trade will experience the highest rates of growth during the forecast period (i.e., through the year 2000)" (Ibid.:28). These changes could have a definite impact upon Georgia State's student population in that the students' academic interests could shift to areas which seem to have more promise for employment.

The changes which have occurred and which will occur in this area will have a definite impact on the demographic characteristics of GSU students. This University should recognize these changes and should prepare to adjust itself in the future. The best way to prepare for this adjustment is to plan for future changes. The alterations in the Atlanta region which will occur in the next 25 years seem to be substantial. It is for this reason that educational planners need to take a more active role in monitoring the present demographic characteristics and to prepare themselves to project for future changes in the demography of the area with which they are associated.

This report has attempted to display a format which could be used in monitoring demographic changes. The charts, graphs, and maps provided a visual presentation of student data for educational planners. This type of study could be conducted every few years to provide more information about demographic variance in the student population. When current student characteristics are realized, the job of preparing demographic forecasts for future years is made less difficult. Finch and Smith (1974) described this situation most aptly,

A question frequently asked is 'How can a college afford to develop a demographic capability?' Last year one of the nation's largest community college districts passed a multi-campus bond issue. Because good population and enrollment forecasts have not been available, the construction program remains at a standstill. In the meantime, inflation is eroding the bonds at a rate exceeding \$25,000 per day. It is therefore submitted that the question should be rephrased to 'How can a college afford not to develop a demographic planning capability?'

BIBLIOGRAPHY

- Atlanta Regional Commission. An Economic Base Study of the Atlanta Region, March, 1975.
- Bowman, William J. Graphic Communication. New York: John Wiley & Sons, Inc., 1968.
- Carnegie Commission on Higher Education. The Campus and the City. New York: McGraw-Hill Book Co., 1972.
- Fenske, Robert H. and Craig S. Scott. The Changing Profile of College Students. ERIC/Higher Education Research Report No. 10, American Association for Higher Education, 1973.
- Finch, Harold L. and Elaine L. Tatham. Demographic Planning Workshop, Institute for Community College Development, Johnson County Community College, 1973.
- Finch, Harold and Joyce Smith. "Demographic Planning: An Action Approach," Planning for Higher Education, Vol. 3, No. 6, December, 1974.
- Flanders, Bertran Holland. A New Frontier in Education. Atlanta, Georgia: Atlanta Division, University of Georgia, 1955.
- Georgia State University. View Book. Published for the Admissions Office (at Georgia State University) by the Department of Publications and Printing: Atlanta, Georgia, 1974.
- Goheen, Robert F. The Human Nature of a University. Princeton, New Jersey: Princeton University Press, 1968.
- Greene, Jon S., ed. Yearbook of Higher Education 1970. Los Angeles: Academic Media, pp. 81-99, 1970.
- Gross, Ronald, "I Am Still Learning," Change, 7(4): 13-15, 1975.
- Harris, Seymour E. A Statistical Portrait of Higher Education, The Carnegie Commission on Higher Education, McGraw-Hill Book Co.: New York, 1972.
- Havighurst, Robert J. Education in Metropolitan Areas, Boston: Allyn and Bacon, Inc., 1968.
- Kazlo, Martha P. and Mark W. Hardwick. "References on Commuting Students," A Commuter Research Report No. 2-73. College Park, Maryland, Office of Commuter Services, University of Maryland, 1973.
- Smith, Glynton, ed. Georgia State University Fact Book 1974-1975. Office of Institutional Planning, Georgia State University, Atlanta, Georgia, p. 26, October, 1974.

Statistical Profiles of West Virginia University 1973-1974. Office of Institutional Research, West Virginia University, Morgantown, West Virginia, September 1974.

Ta Ngoc Châu. Demographic Aspects of Educational Planning. UNESCO: International Institute for Educational Planning, 1969.

Trivett, David A. "The Commuting Student," Research Currents, College & University Bulletin, American Association for Higher Education, 26(10): 3-6, 1974.

Wartow, Jerome F. Survey of Student Characteristics, Coordinator of Research and Evaluation, Governors State University, Park Forest South, Illinois, 1973.

Wilson, Kenneth M. On Studying College Students. College Research Center at ETS, Educational Testing Service, Princeton, New Jersey, 1969.

Zigli, Ronald M. "Economic Impact of the University," Atlanta Economic Review, 23(3): 49-51, 1973.

APPENDIX A

A few general aspects of computer mapping are discussed so that the limitations of the maps may be realized. The computer maps are created by locating coordinate points (which are the outline of the general study area and any internal divisions)* on a grid matrix. These grid coordinates are then put into the SYMAP program along with the values for each division within the study area. The data is arranged into groups of values or "ranges" (normally there are five distinct groups) with each group having a symbol designation. The values for each division are represented by a specific symbol such as dot, a plus sign, a circle, or a square (the higher values are represented as small black squares); for example, the higher the concentration of students the darker the symbolization.

* The internal divisions for this study include all zip code areas in the eight county Atlanta metropolitan area.